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ABSTRACT

The Civic Achievement Award Program (CAAP) was established by the U.S. Congress in response to national concerns about the need to increase civic literacy among the nation's young people. The program was designed to provide elementary and middle school educators with interdisciplinary materials that focus on providing a base of civic competence, knowledge, and skills for all citizens. CAAP consists of three student projects: the learning project, the research project, and the civic project. Students who participate in the program receive the Civic Achievement Award, a certificate from the United States Congress. The first of these related manuals is for CAAP instructors and contains sections paralleling the student book. The three student projects are described, including each project's purpose, components, and process, and examples from schools that have used the CAAP program. The instructor's manual also includes a class management form, a guide for obtaining publicity, and a list of national and government organizations. Answers to the study sheets and mastery test that appear in the student book make up two-thirds of the instructors' manual. The second of these manuals, for students, includes the CAAP timeline which lists some of the important events that have occurred in the United States from 1492 to the present. Using information from the timeline, students are expected to complete the learning project, which is designed to provide them with a common body of knowledge relating to U.S. history, government, geography, economics, culture, and current events. This guide also includes the materials necessary for students to complete the research project, which teaches students that the ability to analyze information and to communicate it to others is necessary for full participation in democracy, and the civic project, which encourages students to become informed and to develop opinions about civic issues. (DB)

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The Civic Achievement Award Program

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Instructor Manual

LAUNCH EDITION

2

The Civic Achievement Award Program in Honor of the Office of Speaker of the House of Representatives

Instructor Manual

Launch Edition

Established by the United States Congress
and conducted by the Close Up Foundation in cooperation with the
National Association of Elementary School Principals
and with the assistance of the Library of Congress

Burger King Corporation, a partner in educational achievement,
is proud to have provided additional sponsorship support for the
Civic Achievement Award Program.

Officially Recognized by the Commission on
the Bicentennial of the United States Constitution

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INTRODUCTION

What is the Civic Achievement Award Program?

The Civic Achievement Award Program (CAAP) in Honor of the Office of Speaker of the House of Representatives was established by the United States Congress as a response to national concerns about the need for greater civic literacy among America's young people. The program was created to increase civic knowledge and skills among fifth through eighth graders. CAAP is conducted by the Close Up Foundation, a nonpartisan, nonprofit citizenship education organization, in cooperation with the National Association of Elementary School Principals.

CAAP is designed to provide American elementary and middle school educators with new interdisciplinary materials that focus on civic competence and a knowledge base that is useful for all citizens. The program is intended to supplement ongoing social studies classes. It provides an approach for helping young people learn about and consider how facts drawn from history, government, geography, economics, culture, and current events relate to and instruct competent citizen behavior.

All CAAP materials are offered to schools free of charge. Each classroom set includes enough student resource books for each child to have one of their own to keep, as well as one for the teacher for use with the instructor manual. Two levels of materials are available—one appropriate for students reading at the fifth- or sixth-grade level and one for those reading at the seventh or eighth. Other ancillary materials are also part of a classroom set.

Focusing on Citizenship

Government officials, leading members of the business community, and educators continue to voice their alarm about the lack of awareness among young people of what it means to be a citizen in a representative and participatory democracy. Many young people are not voting nor are they choosing government service as a career path.

Changing demographics suggest that as the United States enters the twenty-first century it is imperative that widely diverse groups learn to participate together to achieve mutual goals. Young people need role models from their schools and communities who will provide examples of cooperation. They need opportunities to learn how they can take part as citizens. Only through positive participation are young people likely to support community values.

In June 1989 the Carnegie Council on Adolescent Development issued "Turning Points," a long-awaited report with recommendations for transforming the nation's middle schools. The report calls for a program that results in students who have achieved literacy, who have learned how to think critically, and who are ready to "assume the responsibilities of citizenship in a pluralistic society."

It also recommends an academic program that is interdisciplinary and that allows students to understand how their subjects relate to one another. Youth service as a central part of the curriculum is urged as a necessary link for promoting citizenship and connecting students and schools with their communities.

Days after the Carnegie report was published, President Bush launched the "Youth Engaged in Service" (YES) initiative urging the young people of the United States to, "Commit yourselves...Make it your mission to make a difference in somebody else's life." He emphasized that everyone has something to offer. Although evidence suggests that volunteerism and community involvement are on the increase throughout the country and are a priority for many school districts, it is often difficult to know how to incorporate this priority into the schools.

CAAP—Helping Young People Focus on Citizenship

The Civic Achievement Award Program was first piloted in the spring of 1988 with some 4,000 students in 150 classrooms (90 schools) in 17 states. Feedback from students, teachers, and principals involved with the pilot program was overwhelmingly positive and focused on how willing and eager students were to involve themselves in civic learning and civic action.

After revisions in the materials, CAAP was field tested beginning in January 1989 with approximately 24,000 students in some 850 classrooms (500 schools) in all 50 states. Participants pointed out the value of the Learning Project's interdisciplinary approach in helping students understand the meaning of citizenship and the importance of history. The Research Project was credited with whetting the students' appetites to dig deeper into the subject areas, and the Civic Project was praised for providing the students with opportunities to experience firsthand some of the responsibilities of citizenship.

Feedback also substantiated what the Close Up Foundation had anticipated in developing the program—CAAP worked for students in all settings and with all levels of ability. From students with learning disabilities to those at risk to gifted-and-talented students, CAAP caught their interest and challenged them regardless of their individual "civic starting points."

CAAP was designed before the Carnegie study corroborated the need for youth service as a part of the middle school curriculum and before President Bush launched the "Youth Engaged in Service" initiative. Yet it dovetails completely with these educational and civic trends and serves as a valuable tool for preparing students to "assume the responsibilities of citizenship in a pluralistic society."

OVERVIEW AND GENERAL GUIDELINES

How Does CAAP Work?

CAAP consists of three projects:

The Learning Project provides students with a common body of knowledge relating to American history, government, geography, economics, culture, and current events. They read essays, complete study sheets, and take a mastery test.

The Research Project teaches students that the ability to find and analyze information and to communicate it to others is necessary for full participation in our democracy. They gather and process information using libraries and other sources and report their findings.

The Civic Project encourages students to become informed and to develop opinions about civic issues. They choose an issue, identify alternatives for addressing it, select a preferred alternative, assess the consequences of their choice on themselves and others, and present their opinions on the issue publicly. Many students, with the support of their teacher, actually engage in civic action.

Students receive the Civic Achievement Award—a certificate from the United States Congress—for participating in the program. The certificates are included in the classroom set of materials and are generally presented at the school awards assembly in the spring. Participating instructors and schools also receive award certificates.

Using the Instructor Manual

This manual is intended to serve as a general guideline for CAAP instructors. *You should adapt the program in a way that most successfully meets your students' needs.* You are also encouraged to develop learning activities based on the interests of your students. Please keep in mind that CAAP is not intended to replace your history or social studies curricula, but rather is designed to supplement and enrich them.

The Instructor Manual contains sections that parallel the student book, as well as a resources section and answers to the study sheets and mastery test. Throughout the manual, you will find examples of activities from pilot and field test instructors and principals. It is hoped that such information will prevent you from having "to reinvent the wheel" and can inspire you to develop your own creative activities. Please note that the classroom set of materials includes an extra student book for your use with the Instructor Manual.

The resources section of this manual contains five optional tools that may prove helpful in the administration of CAAP.

1. *Parent Letter* (page 21): This letter introduces the program to parents. It can be cut out of the manual and photocopied for each student to take home.

2. *Class Management Form* (page 23): This is designed to help track students' progress through CAAP.

3. *Writing to Members of Congress* (page 25): Please write to thank members of Congress for making CAAP available. They are eager to hear from you. Students may also want to write to express their opinions or make inquiries about civic issues. This resource tool gives you the appropriate forms of address.

4. *Guide for Obtaining Publicity* (page 26): Many of the activities in which CAAP students engage are newsworthy. The pilot and field test generated hundreds of newspaper articles and some television coverage. This brief guide gives you a few hints about obtaining publicity and includes a sample press release (page 28).

5. *National and Government Organizations* (page 30): As CAAP students work on their civic projects, they may need to send away for information. This resource tool provides you with the names and addresses of some of the national and government organizations that focus on issues that were popular among the pilot and field test students. It is by no way complete, but puts at your fingertips a representative group of organizations.

The last portion of this manual (beginning after the divider page) contains the answers to the study sheets and the mastery test. The study sheets and the test are part of the Learning Project and are described more fully in that section of this manual.

Implementation Alternatives—How and Who

CAAP was designed to be either incorporated into the school day or used as an extracurricular activity. Pilot and field test schools implemented the program in a wide variety of ways including: with the entire class during the regular school day; for extra credit; as part of a library program; before or after school as an enrichment program. Feedback indicates that the program worked successfully regardless of the implementation alternative used.

There was wide diversity among field test sites in regard to how long it took to complete the program. In general, those teachers who chose to use it on a daily or almost daily basis said they were able to finish in six to nine weeks. Those teachers who used it once or twice a week said completion time ranged from about twelve to twenty weeks.

The intent is that adult monitoring need not always be a teacher responsibility. In some schools and communities the library media specialist might coordinate the program or assist with the research component. In others, a parent or retired teacher may assist with the program. Given the nature of CAAP, involvement of community members could enhance the program for the students and make your role easier.

Student Resource Book

The student resource book is divided into four main sections—(1) the CAAP Timeline, (2) the Learning Project, (3) the Research Project, and (4) the Civic Project. The first main section, the CAAP Timeline, is a resource for the three projects. Four other short sections complete the student book—(1) What is the Civic Achievement Award Program? (2) CAAP Summary Sheet (3) United States Map and (4) Cooperating Organizations. The seventh/eighth-grade edition also contains a glossary.

Initially you and your students may find the book's length a little overwhelming, but information from the pilot and field test shows that the book's straightforward style enables students to move through the activities quite quickly. The book is designed to be self-explanatory and easy to use.

You may want to take some class time to orient the students to the book. A good starting point would be the introduction, "What is the Civic Achievement Award Program?" This will help them understand the purpose of CAAP and acquaint them with the three projects.

The students also need to know that this is a "working book"—a combination textbook and workbook. It is a good idea for you to stress to your students that the book is theirs to keep. They are free to write in the book, use it as a reference tool, and take it home to show their parents. Pilot and field test instructors pointed out how important it was for many of the students to have their own book.

It is suggested that you have your students work through the main sections of the book in the sequence given: CAAP Timeline, Learning Project, Research Project, Civic Project. It makes sense for students to begin the program by becoming familiar with the CAAP Timeline because it provides a source of data they can use over and over again as they proceed through the Learning Project.

In each of the three projects, students gain knowledge and skills they can build upon in the following project. It is helpful, for example, for students to work in some of the Learning Project content areas before beginning the Research or Civic Projects. Similarly, since some of the suggested activities in the Research Project parallel the Civic Project, it is beneficial to start the Research Project before beginning the Civic Project.

Awards Presentation

The student certificates are included in your classroom set of materials, along with stars, congressional seals, and book seals. Every participating student is eligible to receive a certificate. The stars and seals are used to indicate actual completion of projects (stars) and completion of the program (the congressional seal). The book seals are for those students who have a library card.

Most pilot and field test students received their certificates at the school awards assembly in the spring. Some of the schools invited members of Congress to make the presentations. Others invited local officials or individuals who were involved in the Civic Project. Having outside guests at the presentation generated much enthusiasm among the students and, in many cases, also sparked the interest of the local news media.

THE CAAP TIMELINE

What Is It?

The CAAP Timeline is a resource for all three projects, although students will use it most frequently in the Learning Project. The timeline may initially appear complex, but students and teachers alike have reported that it is a valuable and exciting learning tool, and with a little practice, is easy to use.

The timeline covers an overall time span from 1490 to 1989. At the beginning, it is divided into periods of various lengths: 60 years (1492-1549); 50 years (1550-1599); and 30 years (1600-1629, 1630-1659, 1660-1689, 1690-1719, and 1720-1749). Starting in 1750, the timeline proceeds to the present, decade by decade.

You will probably want to guide the students through part of the timeline. Activities in the introduction to the timeline are designed to familiarize them with the items. You should stress to students that they do not need to memorize all the facts that are included. Rather, they just need to be aware of them.

The five categories on the timeline are history, government, economy, geography, and culture. In many cases, an item could be appropriately placed in more than one category. For example, the broadest category, history, could legitimately include every item on the timeline, but it seemed helpful to provide more specific categories to assist students in sorting information. History remains a category for those items that do not clearly fit elsewhere.

Government is another broad category. To keep it a manageable size, the primary criterion for placing an item in this category is whether a government action took place. Some events with particular salience to the political process, such as the formation of political parties, are also included in government. Occasionally, government actions will be found in other categories. If a government action has a strong economic or cultural focus, the item may appear in economy or culture. For example, the Smithsonian Institution was established by Congress, but is found in the culture category.

Information presented in the timeline goes beyond what fifth through eighth graders should be expected to understand. It includes facts that they will study more thoroughly in the ninth through twelfth grades. It is important, however, for students in grades five and six to recognize the names of famous people, events, and geographical information. This knowledge is reinforced and extended in grades seven and eight. Seventh and eighth graders can also be expected to interrelate data and make connections.

Examples from Pilot and Field Test Schools

★ Many participating classes made wall-size timelines. They added items or expanded on items by using pictures, drawings, and written information. Some suggested resources for pictures are old high school textbooks, library books, or magazines that are to be discarded.

★ In many classes, students added family and/or local history to the timeline. Often it was displayed in a corridor in the school. Lamination was also a popular way to help preserve the timeline.

★ One class developed their own categories for a timeline: Political, Industrial, Preservation, and Famous People and Events. They created a 100-foot long timeline, illustrated it with pictures and drawings, and displayed it at a local shopping center during an educational exhibit.

★ Each student selected one event from the timeline that interested them. They researched the event and illustrated it on a poster, including the year of the event. During a fine arts day, all the posters were exhibited in chronological order. Students also wrote a report about their event and presented it orally to the class.

★ Students drew a personal timeline starting with the day they were born. They listed the ten most important events in their life. Discussion of these personal timelines focused on the nature of the ten events and whether they were happy or sad.

★ Individual events from the timeline were placed on index cards, and the cards were mixed up in a bag. A large timeline only listing years was hung on the wall. Student teams were formed for "timeline relay." The students would draw an index card out of the bag and affix it to the timeline in its proper place.

LEARNING PROJECT: KNOWING ABOUT OUR COUNTRY

Purpose

The Learning Project is designed to help students continue to develop a core body of knowledge in six areas: history, government, geography, economics, culture, and current events. The project also helps demonstrate to students how these subjects relate to each other and how understanding each contributes to one's ability to participate responsibly and competently in public affairs.

Components

1. Essays on six subject areas with accompanying study sheets

   a. History essay with four study sheets
   b. Government essay with five study sheets
   c. Geography essay with four study sheets
      (a United States map is included as a resource)
   d. Economics essay with four study sheets
   e. Culture essay with three study sheets
   f. Current events essay with two study sheets

2. Two summary study sheets

3. Mastery test with items derived from the study sheets

Process

The essays provide a conceptual framework for students by discussing the what and why of each of the six subject areas. They are also designed to help the students understand the subjects in the context of citizenship. Each essay ends with a summary and a few comprehension questions and is followed by study sheets on the subject.

The study sheets lead the students back to the essays or the timeline for answers. In the case of geography, a United States map is also a source for study sheet answers. Several of the study sheets contain charts or graphs that add information about the particular subject.

By the time students are beginning the Learning Project, it is hoped that they will have already familiarized themselves with the timeline. Then the process for completing the Learning Project becomes one of reading the essays and completing the study sheets. A mastery test is the culminating activity.

You may not choose to have your students deal with all six subject areas. You may think that your students already have an adequate base of knowledge about history, for example, and choose to move on to other content areas. They will be better prepared to deal with the Research Project and the Civic Project if they understand something about each, either from what you have already taught or what is presented in the program.

It may also not be necessary to ask students to complete all the study sheets. Some study sheets emphasize factual recall, others use creative thinking, and still others help to point out relationships between subject areas or require application of facts.

Ideally, all students should be able to complete the factual recall and creative thinking sheets. Some, however, may find the sheets that point out relationships or require application to be difficult. Please use your best judgment in the assignment of study sheets and choose, as well, whether the students complete them individually or in groups. You should also feel comfortable changing the order in which the students move through the six subject areas.

All of the study sheets are designed to be self-explanatory and need not take up class time. Many of them are conducive to class discussion and will complement your classroom schedule. The two summary study sheets are intended to give students the opportunity to integrate and consider interrelationships among the various content areas. All students should be able to complete these sheets.

Answers to the study questions are in the back of this manual. You may make them available to the students so they can check their own work if you wish. Because the study sheets include creative and thought questions, answers are not provided in every instance.

The culminating activity of the Learning Project is a mastery test requiring 50 responses derived directly from the study sheets. The format for the questions consists of multiple choice, fill-in-the-blank, matching, identification, and chronology. A set of tests is included in your materials, and the answers are in the back of this manual.

You are free to administer the test in whatever manner you deem appropriate and to score it in accord with your school's operating standards. You may wish to copy the test and administer it as a pre- and post-test. You may also have students retake the test until they achieve mastery of the content. It is perfectly acceptable for you to change the test to meet your needs or to use it as a basis for an oral exam.

Examples from Pilot and Field Test Schools

★ Many teachers had students work on study sheets in pairs or small groups. In many classrooms, the study sheets and essays became springboards for discussion focusing, for example, on rights and responsibilities, civil rights, or how the government works.

★ Students held two classroom elections. The first used secret ballots while the second was a show of hands. The results were significantly different. A follow-up discussion focused on peer pressure and why the United States uses the secret ballot.

★ Students developed maps of their own locale, putting in physical features as well as cities and towns.

★ One class used illustrations to learn about government by drawing trees with the branches representing the branches of government.

★ Students were grouped into families. Each family member had an assigned role, for example, the father may have had a job earning a certain salary. The family also had certain financial obligations, for example, paying the rent. Each family had to develop and live by a family budget.

★ Many teachers found that the Learning Project presented a good opportunity to bring guest speakers (often parents) into the classroom. Examples include:

- A history professor made the subject come alive through colorful depictions of characters from history.
- A retired teacher talked about how a bill becomes a law.
- A parent discussed the three branches of government.
- A parent who is a native of Africa spoke about the meaning of freedom.
- A certified public accountant discussed the local economy.
- A lobbyist/parent described the role of lobbying in the passage of laws. In this instance, the presentation led to an idea for one of the civic projects—a booklet promoting the importance of writing to members of Congress and other government officials.

★ Field trips were often incorporated in the Learning Project. Examples include visits to the state capital, to Williamsburg, Virginia, and to local or state museums.

RESEARCH PROJECT: FINDING AND PRESENTING INFORMATION

Purpose

The Research Project is designed to help students develop research skills and gain in-depth knowledge about a topic of interest from one of the six subject areas.

Active citizens need to keep expanding their knowledge base in order to make informed decisions. By learning to do research through the use of the library and other community resources, students will begin to develop a skill that effective citizens need and one that will help them throughout their school years. At the same time, students will learn about a subject that interests them.

Components

1. Narrative on research

2. Instructions for the Research Project

   a. Choose your topic (research topic activity)
   b. Decide how you will do your research (Research Project Planning Sheet)
   c. Do your research
   d. Prepare your research findings to share with others

3. Research Evaluation Sheet

Process

Students begin by reading the narrative and the instructions. The first instruction is "choose a topic that interests you." To assist the students in choosing a topic, a brief exercise is included in the student book that leads them back to their study sheets and the timeline for ideas. Although students are free to choose topics that do not appear in the student book, it is hoped that most will pick from among the many topics mentioned in the timeline, essays, and study sheets.

The second instruction is "decide how you will do your research." A Research Project Planning Sheet is designed to assist with this step. The planning sheet helps students think about their topic—identifying what questions they have about it, determining where they might find the answers, and developing a research plan. The Research Project Planning Sheet requires your signature (or that of another adult who is helping) before the students begin their research.

The third student instruction is "do your research." Based on their plan, students proceed to conduct their research. The instructions briefly mention the importance of taking notes and suggest the use of index cards. You will probably want to offer additional guidance on how to find and record the information.

The fourth student instruction is "prepare your research findings to share with others." The preferred style of presentation is in written form, but students are free to choose any method of presentation. You may want to offer suggestions about what medium seems best suited for particular topics.

After the students present their findings, they are asked to complete the Research Evaluation Sheet. This is designed to help them reflect upon their research, analyze what they might do differently another time, and consider other topics they might like to research.

Special Note: During the time students actually conduct their research, school library resources could be strained, particularly if more than one class is doing research at the same time. You may need to coordinate with other CAAP teachers to avoid this problem. You also might want to encourage students not to choose the same topic to alleviate the problem of several students needing the same resource materials simultaneously. Several of the examples from the pilot and field test schools listed below suggest group research projects that also mitigate against strained resources since students can share materials.

Examples from Pilot and Field Test Schools

★ A class researched their home town, focusing on buildings and physical features. They determined how particular sites looked in the past and then took photos to show what they are like today.

★ Six groups were formed based on the six subject areas of the Learning Project. Students in each group chose their topic from their assigned subject area. After conducting their research, students made drawings or cut out pictures to present their findings. The drawings and pictures were put together to create a mobile of the subject area. The six mobiles were later combined, and each student described their part and why they chose that topic.

★ A class interviewed senior citizens and government officials to develop a data base on local history and current government statistics. The data base was given to the school library and the local historical society.

★ A class researched current events and Native American issues, wrote possible constitutional amendments based on their research, developed a survey in regard to the possible amendments, and sent the survey to students in other parts of the country using a computer modem. Survey results were sent to the students' congressional delegation.

★ Students were asked to take an imaginary three-month trip across the United States. They were to stop in ten locations and were assigned a budget. Students did their planning and research and presented their findings as if they had completed their trip.

★ Students chose one of the signers of the Constitution. They conducted their research and wrote a report about one day in the life of the person they had chosen.

★ Students were asked to research an important person. Their results were presented in the form of an acrostic poem.

CIVIC PROJECT: GETTING INVOLVED IN YOUR COMMUNITY

Purpose

The Civic Project is designed to help students understand the importance of being active citizens and to learn some of the ways effective citizens address civic issues. They should begin to understand that citizens can make a difference and that young people can get involved and make a contribution.

Components

1. Narrative on civic issues

2. Instructions for Civic Project

   a. Choose a civic issue that is interesting and important to you
   b. Study your issue (Civic Project Information Sheet and Civic Project Action Sheet)
   c. Share your views and plan action

Process

Students begin by reading the narrative and the instructions. Next they pick the civic issue they wish to study. Although it is fine for students to work alone, most of the pilot and field test classes worked in small groups or as an entire class on the Civic Project. Therefore, many classes held brainstorming sessions to identify a range of civic issues that they thought were important. Whether students work alone or in groups, they will probably need your assistance in deciding which issue to study.

After choosing their issue, students are asked to study it. Two forms are in the student book to help them with this step. The Civic Project Information Sheet is similar to the Research Project Planning Sheet. It assists students in thinking about their issue—recording what they already know about the issue, determining where they need to go to find out more, and making a study plan. The Civic Project Information Sheet requires your signature (or that of another adult who is helping) before the students proceed.

The Civic Project Action Sheet provides a place for students to record their findings and opinions. It also asks them to write down alternative solutions to the civic problem and to choose what they think is the best way to work on the issue. Finally, it asks students how they will share their opinions about their issue with others. The Civic Project Action Sheet also requires your signature before students proceed to share their views and work on their issue. You may need to offer them suggestions about how they might share their views with others.

The Civic Project is successfully completed if students share their views about their issue in a public forum. It is important for them to understand that studying an issue, forming an opinion, and expressing that opinion to others is indeed civic action. However, nearly all of the pilot and field test students and teachers have gone beyond expressing themselves to actually working on the issue in some way.

More than any other part of CAAP, working on a civic issue requires the active involvement of teachers, parents, and/or other adults. How you need to be involved depends upon the way your students have approached the Civic Project— individually, in small groups, as a class—and what the chosen civic issue is. Your efforts will pay off. Most pilot and field test teachers would agree that working on the civic issue is the most rewarding part of CAAP.

Special Note: When students are done with the Learning Project, the Research Project, and the Civic Project, there is a CAAP Summary Sheet for them to complete. This sheet helps the students reflect upon the entire program and identify some of the knowledge and skills that effective citizens need.

Examples from Pilot and Field Test Schools

★ Drug abuse was one of the most popular civic issues chosen by CAAP students across the country. Many approaches were taken to addressing the issue including making posters, designing t-shirts, writing letters to other students, taking pledges not to use drugs, making presentations to other classes, doing surveys, participating in community anti-drug campaigns, and creating commercials.

★ Popular and interrelated projects included litter cleanup, recycling, and school/community beautification. CAAP students picked up trash, planted flowers, and developed a school paper recycling program. They also shared the information they had gathered as they studied their issue and told others about its importance.

★ Hunger and homelessness were issues that many students chose to address. One class wrote letters to government officials, newspaper editors, the archbishop in their area, and their pastors. They also cooked food for homeless people. Other classes raised money or collected food for homeless shelters.

★ A class researched the new school building into which they would be moving. They discussed with a Borough assemblywoman how the bond issue was passed to obtain funds to build the school, problems with construction of the school, and plans to pass an ordinance allocating money for additional construction. They wrote letters to the Borough Assembly and the local newspaper and testified at Borough Assembly hearings.

★ Students who shared a principal with another school identified the need to continue announcements over the public address system in the principal's absence. They took on the responsibility of making the announcements. Each week they collected the information that needed to be transmitted and also created some additional fun and unusual announcements.

★ A class researched and visited a nearby town that a mining company planned to take over, using eminent domain laws to obtain the land. Students met with mining officials and designed petitions to try to stop the takeover.

★ Students conducted a study on litter and debris affecting the beaches. They made several trips to the beach, picked up litter, and analyzed what they found and what could be done to stop the problem. They wrote press releases and held a press conference announcing their findings and their opinions.

★ Students presented a proposal at a city council meeting for the establishment of a youth center to help keep kids off the street. The class polled all the students in the school and used the data to substantiate their proposal. As a result of their efforts, several local businesspersons began investigating development of a center.

★ Students held a car wash to raise money for the local historical museum. During the car wash, they distributed a survey about the museum to create awareness among members of the community. Students also asked local residents if they would be interested in volunteering at the museum.

★ Students tutored blind students at their school and compiled a cookbook, which they sold to raise money for the Helen Keller Foundation. They also developed an awareness campaign to inform others about the issues that individuals with handicaps face in society.

A nonpartisan, nonprofit educational foundation for citizen involvement in government

CloseUp Foundation

January 1990

Dear Civic Achievement Award Program Parent:

We are delighted that your child is participating in a new and exciting citizenship program that is being administered by the Close Up Foundation with the cooperation of the National Association of Elementary School Principals (NAESP). The Civic Achievement Award Program (CAAP) is a congressionally funded citizenship education program designed specifically to help build a solid base of civic awareness for students in grades five through eight.

Additional funding has been provided by Burger King Corporation, a partner in educational achievement.

The program was piloted during the 1987/88 school year and field tested with more than 24,000 students in all 50 states in 1988/89. The materials your child is using reflect the feedback and suggestions made by hundreds of educators, parents, and students.

We hope you will take a moment to look over the student book and become familiar with its content and format. One of our goals in CAAP is to have parents and other family members participate with their children in as many educational activities as possible. The extent of involvement can range from simply becoming familiar with the program to engaging with your child in a civic action/community service project.

Your representative and senators in Congress know that your child's school is taking part in CAAP and would appreciate receiving any comments you might have about the program. Burger King is equally interested in hearing how you feel about CAAP. Please let them and us know what you think.

Sincerely,

Mary Jane Turner
Director
Civic Achievement Award Program
(800) 356-5136

1235 Jefferson Davis Highway, Arlington, Virginia 22202 (703) 892-5400 FAX 703-892-1118

THE CLOSE UP BICENTENNIAL INSIGHT PROGRAM IS OFFICIALLY RECOGNIZED BY THE COMMISSION ON THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION

Class Management Form

School _____ Grade Level _____

Teacher _____ Number of Students _____

Student	Using the Timeline	Learning Project								Research Project			Civic Project			CAAP Summary Sheet
		History Study Sheets (4)	Government Study Sheets (5)	Geography Study Sheets (4)	Economics Study Sheets (4)	Culture Study Sheets (3)	Current Events Study Sheets (2)	Summary Study Sheets (2)	Mastery Test	Research Planning Sheet	Research Findings	Research Evaluation Sheet	Civic Information Sheet	Civic Action Sheet	Sharing Views	
1.																
2.																
3.																
4.																
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18.																

Class Management Form

Student	Using the Timeline	Learning Project								Research Project			Civic Project			CAAP Summary Sheet
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19.																
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Writing to Members of Congress

The Civic Achievement Award Program was created by Congress to help promote civic literacy and involvement among young people. It was piloted and field tested in preparation for the official launch to coincide with the bicentennial of Congress. Your congressional delegation would appreciate hearing from you and your students about the program.

As your students work on their Civic Project, they may have occasion to write to their members of Congress as well. They may wish to express their opinions or make inquiries about civic issues.

Several schools were able to have their representative in Congress take part in the awards ceremony for CAAP and needed to send a written invitation. Please remember that in many areas, your school may be located in one congressional district while you or many of your students may live in another congressional district.

When you have identified which representative in Congress has your school in his or her congressional district and wish to write to him or her, here are the appropriate forms of address.

To your member in the House of Representatives:

The Honorable Jane Doe
United States House of Representatives
Washington, DC 20515

Dear Representative Doe:

OR

To your senators:

The Honorable John Doe
United States Senate
Washington, DC 20510

Dear Senator Doe:

You might also choose to write to your representative or senators at their district offices. This would probably be the best place to write if you wish to invite members of Congress to your school. You could also phone the district office and ask to speak with the scheduler or appointments clerk.

For invitations such as these, be sure to contact the office at least a month in advance, keeping in mind that members of Congress are extremely busy and their schedules are the most harried when Congress is in session. A rule of thumb is that representatives and senators are more apt to be in their home districts/states on Mondays or Fridays.

If you write to a district office, the appropriate forms of address are:

The Honorable Jane Doe
Representative in Congress
(address of district office)

Dear Representative Doe:

OR

The Honorable John Doe
United States Senator
(address of district office)

Dear Senator Doe:

Guide for Obtaining Publicity

The activities your students are likely to participate in through CAAP are frequently newsworthy and may generate press coverage that results in positive publicity for your school.

Members of the press are often interested in stories such as innovative projects that involve students in helping the community or that address local, state, or national issues. These types of projects, as well as information about the benefits of CAAP as a whole, may be of interest to local newspapers, television news programs, education newsletters, magazines, and journals.

You might want to work with your principal, your school or district press office, or directly with media representatives yourself to inform them about your students' accomplishments with CAAP.

One way to make members of the press aware of your students' participation in CAAP is to prepare a press release for distribution to local newspapers, television and radio stations, and/or the education trade press. The press release should be on your school or district letterhead, should be typed, double-spaced, and no more than a page or two in length. A contact name and phone number needs to be included at the top of the release. It is important to include a brief explanation of CAAP and the Close Up Foundation, so the recipient is provided with background on the program. (See attached sample.)

You can obtain addresses from your local phone book or various media or publications directories available in most public libraries. It is a good idea to follow up the press release mailing with a phone call.

Press releases are also effective ways to publicize upcoming events, such as a public meeting in which your students are taking part or your awards ceremony, especially if local officials, state representatives, or members of Congress are attending. If you do not have the time or resources to prepare and distribute press releases, you could call your local newspapers, radio, or television stations to inform them about the event.

With local television news, it is probably best to call and talk to an assignment editor or program director a couple of days before the event or to send a press release ahead of time and then call just prior to the event. Generally, television news coverage on a particular day is prioritized by the news value of all the various events occurring that day. So, if your event is not covered, it may simply mean that other events are judged to be of higher news value that day.

If students are addressing a topic that is of great concern, either nationally or locally, the press will be especially interested. For example, students at a school in Washington, D.C., organized a public forum with a panel of prominent local officials who discussed the drug problem with students, parents, and other community members. The forum was covered on a local evening newscast and a news program that focuses on problems of drugs and crime in D.C.

Articles prepared by you, your principal, or social studies coordinator for education publications are another option for obtaining publicity. These publications welcome articles from educators about their involvement with new or innovative projects, especially something such as CAAP that is likely to generate interest among many of their readers.

The Close Up Foundation also welcomes information about your students' activities for possible use in our newsletters: RE:CAAP and the Close Up Chronicle. If you do not have the time to write your comments, call us with the information. The toll-free CAAP number is 1-800-356-5136.

Publicity and community recognition for CAAP activities need not only be through the news media. Other options include public exhibits of information. Research or civic projects could be featured in a library, community center, or city hall. You might also seek support of a local businessperson who could offer a store window for a display.

Sample Press Release

(Replace with your school letterhead.)

A nonpartisan, nonprofit educational foundation for citizen involvement in government

CloseUp Foundation

FOR IMMEDIATE RELEASE
September 11, 1989

CONTACT:
Dick Horton
Media Coordinator
(703)892-5400
(703)979-2070 (H)

DC STUDENTS TAKE STEPS TO HELP FIGHT THE WAR ON DRUGS

WASHINGTON, DC--- While many people in Washington are talking about the drug problem, a group of students at the Anne Beers Elementary School in the District have taken positive action.

A combined group of fourth and fifth graders in Delores Abbott's class mapped out a two-block area in the neighborhood surrounding the school and canvassed the area asking members of the community their opinions about drugs and drug-related problems. They then developed a chart based on their findings, organized a public forum, and invited a panel of distinguished local officials to meet with parents and other members of the community to discuss what action the community could take to decrease the influence of drugs.

The forum was a part of the Civic Achievement Award Program (CAAP), a congressionally funded citizenship education program developed by the Close Up Foundation. CAAP is designed to encourage fifth- through eighth-grade students to learn more about their country and their rights and responsibilities as citizens.

-MORE-

1235 Jefferson Davis Highway, Arlington, Virginia 22202 (703) 892-5400 FAX 703-892-1119

Delores Abbott, the teacher at Anne Beers implementing the project, said, "Some of the students were associating with people connected with drugs; I don't see that association now. I think this project has changed them; I don't think they'd touch drugs now."

WTTG channel 5 covered the drug forum on its news program "City Under Siege."

"I think the class came away feeling that they could talk to city officials, that they were accessible; that they could interact with people in government. There was the idea that the students could perceive these city officials as role models," said Diana Dillon, outreach manager for the CAAP at the Close Up Foundation.

Nationally, CAAP is administered by the Close Up Foundation, a nonprofit, nonpartisan organization. Close Up's goal is to increase understanding of how government operates and how individuals can make a difference by becoming involved. The Foundation seeks to stimulate responsible participation in the democratic process through educational programs in government and citizenship. Close Up's work in D.C. is sponsored in part by the United Black Fund.

-30-

National and Government Organizations

ACTION-DRUG ALLIANCE PROGRAM
1100 Vermont Avenue, NW
Washington, DC 20525
(202) 634-9759

The ACTION-Drug Alliance Program supports volunteer parent groups and youth groups who work to create a drug-free environment. It works to generate strong parent involvement in drug abuse prevention and education and to create coalitions to address the problem by sponsoring conferences, workshops, and seminars about drug use and youth.

CHILDREN'S DEFENSE FUND
122 C Street, NW
Suite 400
Washington, DC 20001
(202) 628-8787

The Children's Defense Fund is a national, nonprofit organization staffed with educators, health experts, social workers, lawyers, researchers and data analysts, writers, federal policy monitors, and local community workers dedicated to long-range and systematic advocacy on behalf of the nation's children.

DRUG ENFORCEMENT ADMINISTRATION
Washington, DC 20537
(202) 633-1469

The DEA provides drug abuse policy guidelines for school and community officials. It also provides information on drugs and drug abuse.

DRUG-FREE SCHOOLS IN COMMUNITIES
Department of Education
400 Maryland Avenue, SW
Room 2135
Washington, DC 20202
(202) 732-4599

Drug-Free Schools provides local school systems, state educational agencies, and institutions of higher learning with leadership, training, and technical assistance to develop programs dealing with alcohol and drug abuse.

ENVIRONMENTAL PROTECTION AGENCY
401 M Street, SW
Washington, DC 20460
(202) 382-2090

The EPA administers federal laws intended to protect and enhance the environment. It engages in pollution control through research, standard setting, monitoring, and enforcement activities.

THE HUNGER PROJECT
1388 Sutter Street
San Francisco, CA 94109-5452
(415) 928-8700

The Hunger Project is leading an international grassroots campaign to make ending hunger a top priority in the world. The focus of the campaign is to provide free materials (a video and teachers guide) to educators about hunger.

HUMANE SOCIETY OF THE UNITED STATES
2100 L Street, NW
Washington, DC 20037
(202) 452-1100

HSUS is a nonprofit, tax-exempt, privately supported membership organization concerned with animals who suffer distress and pain in a variety of circumstances.

NATIONAL AUDUBON SOCIETY-WASHINGTON OFFICE
801 Pennsylvania Avenue, SE
Washington, DC 20003
(202) 547-9009

The National Audubon Society promotes the conservation of wildlife and the natural environment and works for a comprehensive national energy policy. It also encourages sound land use policy and supports measures for the prevention and abatement of pollution.

NATIONAL CARTOGRAPHIC INFORMATION CENTER
United States Geological Survey-E.F.I.C.
507 National Center
Reston, VA 22092
(703) 860-6045

The NCIC exists to help you find maps of all kinds—and much of the data and materials used to compile and to print them. The NCIC collects, sorts, and describes all types of cartographic information from federal, state and local government agencies and where possible, from private companies in the mapping business. It is the public's primary source for cartographic information.

NATIONAL GRANGE
1616 H Street, NW
Washington, DC 20007
(202) 628-3507

The Grange is a civic and fraternal organization with special interest in farm policies and programs.

NATIONAL INSTITUTE ON DRUG ABUSE
5600 Fisher Lane
Rockville, MD 20857
(301) 443-1124

NIDA conducts research on the prevention, effects, and treatment of drug abuse.

NATIONAL NEIGHBORHOOD COALITION
810 1st Street, NE
Suite 300
Washington, DC 20002
(202) 628-9600

The coalition is a nonprofit membership association of more than forty national and regional organizations that have neighborhood-based affiliates, which provide technical assistance to neighborhood groups and/or conduct neighborhood-sensitive research.

NATIONAL WILDLIFE FEDERATION
1400 16th Street, NW
Washington, DC 20036
(202) 797-6800

The NWF is a nonprofit conservation education organization that encourages an awareness of the need for wise use and proper management of air, water, soils, plant life, and wildlife. It publishes *National Wildlife* and *International Wildlife*. Ranger Rick's Nature Club, an arm of the Federation devoted to children, has a membership of 700,600.

SIERRA CLUB-WASHINGTON OFFICE
408 C Street, NE
Washington, DC 20002
(202) 547-1144

The Sierra Club is a national conservation organization that publishes books, a national magazine, local chapter newsletters, and weekly legislative report. The club sponsors wilderness outings, canoeing, skiing, backpacking, and mountaineering in the U.S. and other parts of the world.

SISTER CITIES INTERNATIONAL
120 S. Payne Street
Alexandria, VA 22314
(703) 836-3535

SC is the principal program of the Town Affiliation Association. Its purpose is to enhance world peace by promoting and servicing SC relationships between local communities and their citizens in the U.S. and in foreign countries. Emphasis is on professional information exchange, cultural and educational exchange, understanding, and friendship.

SPECIAL OLYMPICS
1350 New York Avenue, NW
Suite 500
Washington, DC 20005
(202) 628-3630

Special Olympics provides year-round sports training and athletic competition in a variety of Olympic-type sports for all mentally retarded children and adults worldwide.

UNITED STATES DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, DC 20233
(202) 377-2000

The Bureau of the Census is sponsoring the 1990 Census Education Project to educate students about the importance of the 1990 Census and how it will affect their future.

UNITED STATES DEPARTMENT OF THE INTERIOR
Washington, DC 20240
(202) 343-7220

The U.S. Department of Interior has responsibility for managing over 510 acres of federal lands and natural resources. This includes our national park service.

UNITED STATES GOVERNMENT PRINTING OFFICE
Superintendent of Documents
Washington, DC 20402
(202) 783-3238

The GPO makes available a monthly catalog of U.S. government publications.

UNITED STATES PUBLIC INTEREST RESEARCH GROUP
215 Pennsylvania Avenue, SE
Washington, DC 20003
(202) 546-9707

U.S. PIRG is a national, nonpartisan research and advocacy organization. It researches consumer and environmental issues, monitors corporate and governmental actions, and lobbies for reform at the national level. U.S. PIRG serves as the national advocacy office for state PIRGs in existence since 1971.

VOLUNTEER-NATIONAL CENTER
1111 N. 19th Street
Suite 500
Arlington, VA 22209
(703) 276-0542

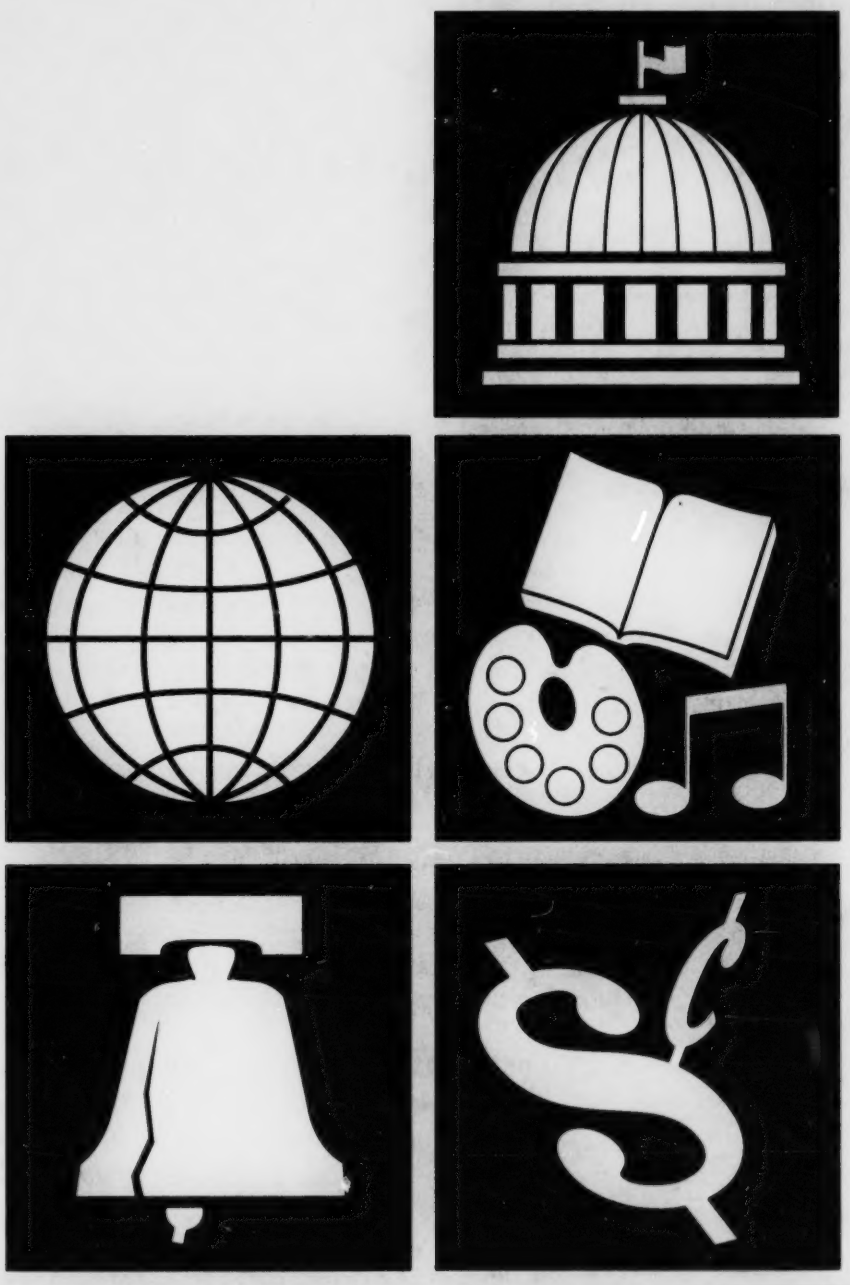
The National Center is the only national organization that exists for the sole purpose of stimulating and supporting more effective work by private citizens in local problem-solving activities.

WORLD HUNGER EDUCATION SERVICE
3018 Fourth Street, NE
Washington, DC 20017
(202) 269-1075

The World Hunger Education Service is a national networking and information center that disseminates information about the extent and cause of hunger and malnutrition.

ZERO POPULATION GROWTH
1400 16th Street, NW
Suite 320
Washington, DC 20036
(202) 332-2200

ZPG is a national, nonprofit membership organization with 20 local chapters around the nation. Through publications, public-policy initiatives and school-based population program, ZPG advocates an unchanging population size for the U.S. and the world and the restoration of a balance between population, resources, and the environment.



Answers to Study Sheets and Mastery Test

Using the CAAP Timeline

The CAAP Timeline that you will find on pages 12 to 46 may look difficult at first glance, but don't worry. You do not have to memorize the information in the Timeline. You will need to read all the items and dates on the Timeline pages. Some of the items you will use in completing the study sheets in the *Learning Project* and perhaps in doing your *Research Project.*

Using the Timeline

Entries—The Timeline contains information about important people, places, and events in our country's past. The CAAP Timeline begins with the events that happened longest ago. Information is presented in entries. Each entry is one or two sentences that tell facts about the event or person. You can quickly tell one entry from another by the black dot before the first word of the entry. Here is an example of an entry:

- Dutch start New Netherlands in area now known as New York State. (1624)

This entry is found on page 15 of the Timeline. Find and circle it. Looking for this entry, you may have noticed another entry:

☆ Pilgrims land at Plymouth Rock, Massachusetts, after a long voyage from England on the Mayflower. (1620)

This and other entries throughout the Timeline begin with stars rather than dots. These stars tell you that the event or person described in the entry is especially important in our country's history.

Look for another entry on the same page. Copy it here.

answers will vary

Five Sections—The entries in the CAAP Timeline are organized in five sections. Look on page 33. You can see four of the headings down the side of the page. Write their names here.

history	***government***
economy	***culture***

Look at the map in the middle of page 33. What is its heading?

government

Geography is the fifth section of the Timeline. The geography entries are in the form of maps.

The entries are organized by these five subjects to make the Timeline easier for you to read. In addition, learning about the people and events in this way will help you better understand how different kinds of events relate to each other.

Dates—To locate entries on the Timeline, you should first look at the top of a page. You will see two dates at the top of each column. These dates show the years covered by the entries in that column. You should read from the top to the bottom of the page, from History to Culture. Sometimes a time period will have entries in more than one column. In these cases, the dates are repeated at the top of the following column or columns.

What dates are covered in the first column on page 35? ***1900–1909***

On what page would you look if you wanted to find an event that happened in 1920–1929? ***37***

At the end of each entry you will see a date in parentheses. It is the exact year in which that event happened. Walt Disney created Mickey Mouse between the years 1920 and 1929. Look on the Timeline to find the exact year. What was it? ***1928***

Time Periods—Historical events are often grouped into time periods. One such time period is a **decade**. A decade is a ten-year period. From 1750 to the present all entries in the Timeline are organized by decades. Before 1750, events from several decades are presented together.

Another time period is **century**. A century is 100 years. Centuries are numbered from the year of the birth of Jesus Christ (or year 0). The years before Christ's birth are called B.C. (before Christ). The years after Christ's birth are called A.D. The abbreviation A.D. is from the Latin words *anno Domini*. We refer to A.D. centuries as follows:

- from Christ's birth to year 99 ..... 1st Century
- from year 100 to year 199 ..... 2nd Century
- from year 200 to year 299 ..... 3rd Century

More recent centuries are these:

- from year 1700 to 1799 ..... 18th Century
- from year 1800 to 1899 ..... 19th Century

Complete the information for the present and coming century:

- from year 1900 to ***1999*** ..... ***20th*** Century
- from year 2000 to ***2099*** ..... ***21st*** Century

Sometimes events are grouped not in years but in historical periods. On the Timeline you will find summaries of 11 historical periods. Look on page 12 to see the first one. What is its title?

Read the summary. What were the main things that happened in this historical time period?

answers will vary

EXAMPLE—Place an "X" by the name of the president who served during the 19th century.

___ Franklin D. Roosevelt	___ John F. Kennedy
X Abraham Lincoln	___ George Washington

EXAMPLE—In what order did the following events occur? Place the number 1 before the earliest and the number 4 before the latest.

Order	Event
4	Walt Disney creates the character of Mickey Mouse.
2	*Poems,* by Edgar Allen Poe, is published.
3	Upton Sinclair writes the novel *The Jungle,* the story of unclean Chicago stockyards.
1	Gilbert Stuart completes a bust (statue) of George Washington. A picture of it is now on the one dollar bill.

Your teacher will give you more information about the test—how long it will be, and when you will take it.

1. Why does studying history allow us to make better judgments about issues?

answers will vary

2. What is the difference between continuity and change?

Continuity has to do with how things stay the same. Change is how things are different.

3. List five important events in your life in chronological order.

answers will vary

4. What is the meaning of the term cultural heritage?

Our common past as reflected in books, art, and music.

5. What would you tell a younger brother or sister about the importance of studying history?

answers will vary

History Study Sheet I

The CAAP Timeline helps a reader understand history by putting events into chronological order. The events listed in the chart below are taken from the CAAP Timeline and are in correct chronological order. Use the Timeline to complete the chart by recording a date for each event. Then indicate in the next column the century in which the event occurred.

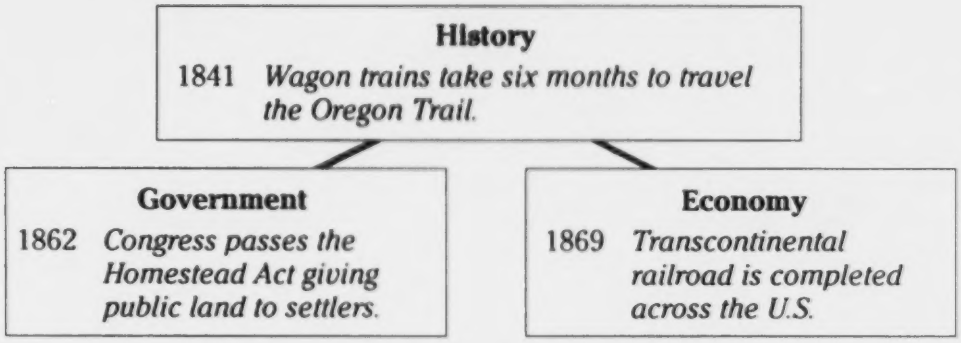
In the last column of the chart, write the name of the historical period in which the event happened. The 11 summaries that appear throughout the CAAP Timeline describe historical periods. Reread the summaries and use their titles to complete the information for each event. An example is given.

Event	Date	Century	Historical Period
Christopher Columbus sails from Spain and lands in islands off North America.	*1492*	*15th*	*Early American History: A Time of Exploration*
England and France battle to control Northeast colonies.	***1689***	***17th***	***Colonial***
Liberty Bell is rung to declare independence of the colonies from England.	***1776***	***18th***	***Revolution***
The Federalist articles defend the new Constitution.	***1787***	***18th***	***Constitutional***

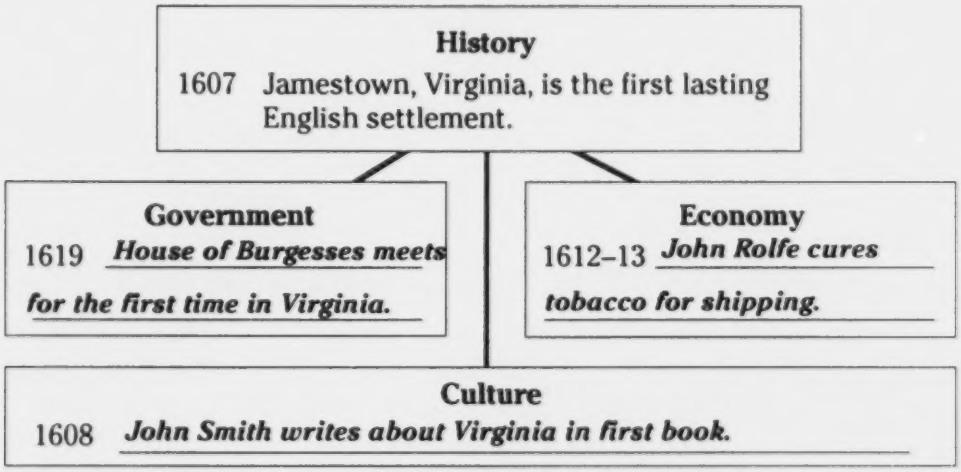
Event	Date	Century	Historical Period
Lewis and Clark explore Louisiana Territory.	*1804-06*	*19th*	*Westward Expansion*
Shots fired by Confederate forces start the Civil War.	*1861*	*19th*	*War Between the States*
United States achieves new international power following Spanish-American War.	*1898*	*19th*	*Becoming a Modern Nation*
United States enters World War I.	*1917-19*	*20th*	*The Jazz Age*
The Great Depression reaches its worst point.	*1933*	*20th*	*From Depression to War*
Cuban missile crisis occurs.	*1962*	*20th*	*Cold War Years*
Sally Ride is America's first woman astronaut.	*1983*	*20th*	*The United States in Your Lifetime*

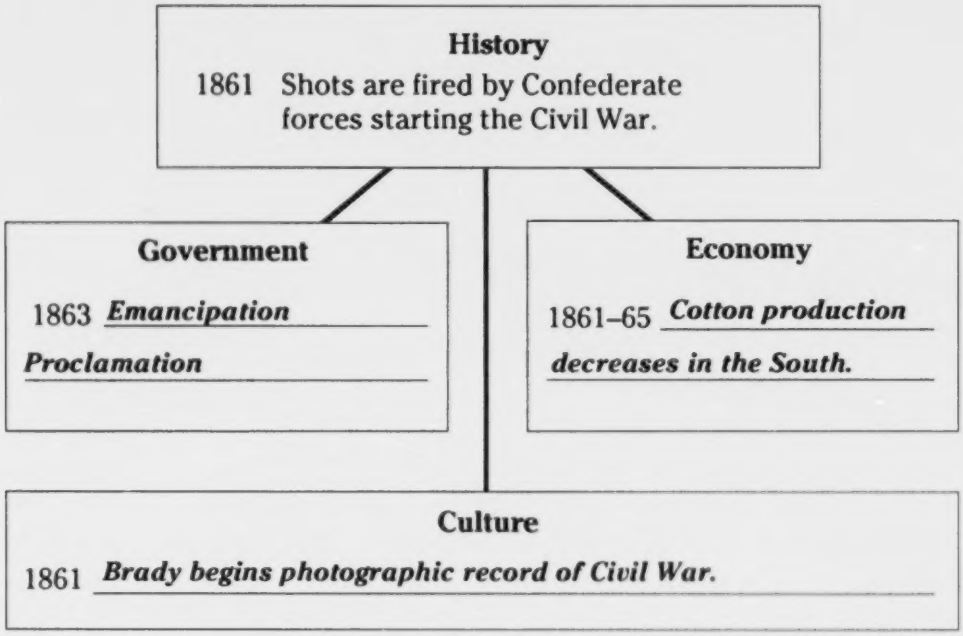
History Study Sheet II

History is a series of events. Often, one event causes or allows other events to happen. The diagram below shows the relationship of three events from three sections of the CAAP Timeline.

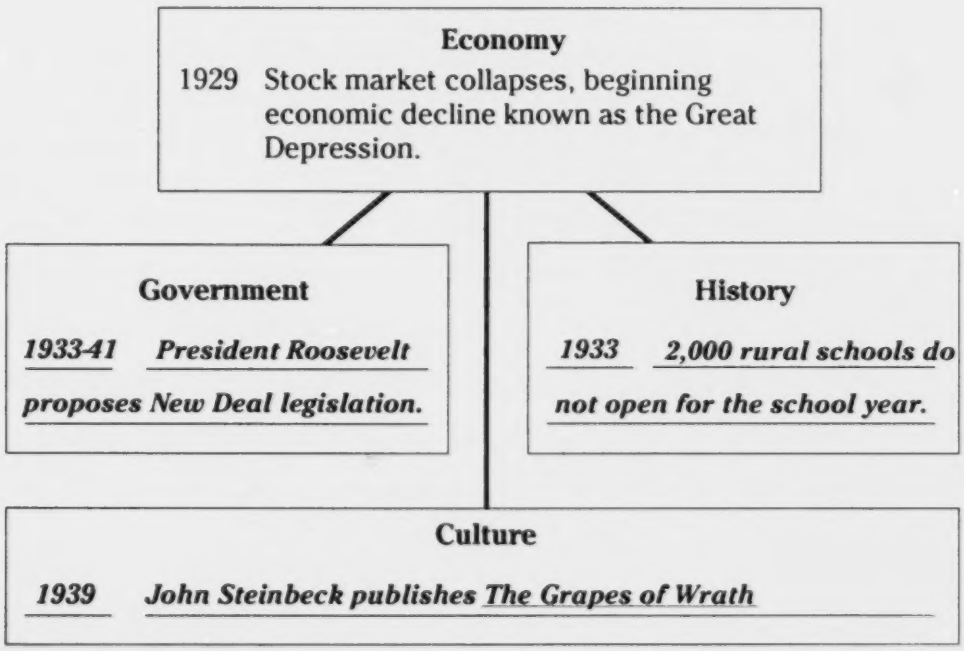

History
1841 Wagon trains take six months to travel the Oregon Trail.
Government
1862 Congress passes the Homestead Act giving public land to settlers.
Economy
1869 Transcontinental railroad is completed across the U.S.

Use the CAAP Timeline to complete the following diagrams. First locate the history event, then search the other sections of the Timeline for related events. Dates are provided for two diagrams. It is helpful to think to yourself, "Because Jamestown was the first lasting English settlement, what did this lead to?"


History
1607 Jamestown, Virginia, is the first lasting English settlement.
Government
1619 House of Burgesses meets for the first time in Virginia.
Economy
1612–13 John Rolfe cures tobacco for shipping.
Culture
1608 John Smith writes about Virginia in first book.


History
1861 Shots are fired by Confederate forces starting the Civil War.
Government
1863 Emancipation Proclamation
Economy
1861–65 Cotton production decreases in the South.
Culture
1861 Brady begins photographic record of Civil War.

Now try to think of events that occurred as a result of an economic event.


Economy
1929 Stock market collapses, beginning economic decline known as the Great Depression.
Government
1933-41 President Roosevelt proposes New Deal legislation.
History
1933 2,000 rural schools do not open for the school year.
Culture
1939 John Steinbeck publishes The Grapes of Wrath

History Study Sheet III

The history of the United States includes many people whose actions brought about changes that improved our country. They performed courageous acts, served in government, invented tools or processes that improved people's lives, or called people's attention to problems.

Below are the names of several important people whose actions changed and improved our country. Find an entry about each person in the CAAP Timeline. Look in all four sections. The first two numbers in the date line tell you the century in which to look. For example, "14" tells you it is the 15th century. Complete the date and describe in your own words what the person did.

Date	Name/Action	
14 *99*	Amerigo Vespucci	*writes description of New World.*
15 *98*	Juan de Onate,	*Spanish explorer, leads group into New Mexico.*
17 ___	George Washington	*answers will vary*
18 *31*	Cyrus McCormick	*invents the reaper.*
18 *52*	Harriet Beecher Stowe	*writes Uncle Tom's Cabin.*
18 *72*	Susan B. Anthony	*is arrested for trying to vote.*
18 *96*	George Washington Carver	*begins research at Tuskeegee Institution.*
19 *03*	Orville and Wilbur Wright	*make first flights in airplane.*
19 *06*	Upton Sinclair	*writes The Jungle.*
19 *55*	Rosa Parks	*refuses to give up her bus seat to a white man.*
19 ___	Martin Luther King, Jr.	*answers will vary*
19 *61*	Alan Shepard	*makes first U.S. space flight.*
19 *68*	Shirley Chisholm	*becomes first black woman elected to Congress.*
19 *88*	Lauro Cavazos	*becomes first Hispanic cabinet member.*

1. Name three people from the list on page 59 who were explorers.

Vespucci *Onate* *Shepard*

How do explorers help change our country? *answers will vary*

2. Who are the two writers you described on page 59?

Stowe *Sinclair*

How do writers and other artists improve our country?

answers will vary

3. Name three people who served in our country's government.

Washington *Chisholm* *Cavazos*

How do people in the government help improve our country?

answers will vary

4. Which three people described above worked to protect the rights of people as guaranteed in the U.S. Constitution?

Anthony *Parks* *King*

How do citizens who work for civil rights improve our country?

answers will vary

5. Write the name of one more person not on the list who you think has helped improve our country. Explain what the person did and why you think he/she improved our country.

answers will vary

History Study Sheet IV

Americans share a common heritage. Our heritage is our country's history. You have learned about many people and events in our history as you have read the CAAP Timeline and studied history in your classes. Think about the history you know as you answer these questions.

1. Below are two symbols of our country. These symbols remind us of our country's heritage. Use the dates beside the symbols to look up entries about them on the Timeline. Describe the significance of each symbol. Explain why you think it has been popular for so many years. What feelings do you have about each symbol?

1777 *answers will vary*

1886 *answers will vary*

2. Thinking about America's heritage, design and draw a new symbol which could be used to represent our country.

symbol will vary

All answers on this page will vary.

3. What event in United States history do you think was the most important and why?

_____

_____

4. Name the two people you consider to be most important in the history of the United States. Tell why you chose each.

_____ _____

_____

_____ _____

_____

5. What person from United States history would you most like to meet and why? What would you ask him/her?

_____

_____

_____

6. Review the 11 summaries of historical periods in the CAAP Timeline. They are located in boxes. In which period (other than our own) would you most like to have lived? Why?

_____

_____

7. What event in history would you like to know more about? Why?

_____

_____

On page 46 of the CAAP Timeline there are blank spaces. These spaces are for the future period 1990–2000. During this decade you will be growing up into an adult. Think about what important events might happen in the next ten years. Write your predictions about important future events in the History section of the Timeline.

1. What is the meaning of representative democracy?

Representatives are elected to make government decisions for us.

2. What is the difference between a right and a responsibility?

A right is a protection guaranteed by the Constitution. A responsibility is a duty either required or voluntary.

3. What is the system of checks and balances?

The balance of powers among the legislative, executive and judicial branches of governments.

4. How do effective citizens take part in a democracy?

answers will vary

5. What are some things you can do to become involved in your government?

answers will vary

Government Study Sheet I

The government of our country has developed over more than a 200-year period. From the settlement of the colonies to the ratification of the U.S. Constitution, much of the people's attention was on setting up government—establishing a system that would work for them—and for future generations.

Use the CAAP Timeline to create a "mini-timeline" on this page to trace some of the events from the first settlements to the acceptance of the Constitution, which helped form the government we have today. Use only entries in the Government section.

Establishing the Government

1619	1639	1774	1776
House of Burgesses meets in Jamestown.	*First Continental Congress meets.*		

Connecticut Colony writes Fundamental Orders.

Declaration of Independence is written.

1781	1787	1788	1789
Articles of Confederation and Perpetual Union are ratified.	*U.S. Constitution is ratified by nine states.*		

Constitutional Convention is called to form a government.

U.S. Constitution takes effect.

Since the earliest days of our country, the protection of individual rights has been very important. Create another timeline to trace several important events in the government's efforts.

Protecting Citizen Rights

1649	1733–35	1863	1870
Act of Toleration for Christians is passed.	*The Zenger Decision supports freedom of the press.*	*Lincoln issues the Emancipation Proclamation.*	*Fifteenth Amendment grants right to vote to black males.*

1920	1924	1964	1971
Nineteenth Amendment grants women the right to vote.	*American Indians granted citizenship and the right to vote.*	*Congress passes the Civil Rights Act.*	*Twenty-sixth Amendment lowers voting age to eighteen.*

We often study historical events to help us understand what might happen in the future. Here is your chance to make a prediction about what our government might do in the future. Ask yourself what the government might do to protect the rights or welfare of citizens. What kinds of treaties with foreign countries might be made? Who might be elected president of the United States? Write your prediction in the CAAP Timeline in the Government section for 1990–2000.

Government Study Sheet II

The 1770s were very important in the history of the United States. The American colonies were thriving. People were busy building cities, developing the economy, and making a good life for themselves. But all was not well. Many colonists did not like the way they were being treated by England, the mother country.

Read through the CAAP Timeline (all sections) from 1770 to 1776. Record those actions taken by the colonists described in the Timeline that showed their decreasing satisfaction with England and their increasing pride in their new land. Be sure to include dates.

1770— The Boston Massacre

1773— Tea Act shows that England feels it has the right to tax the colonies.

1773— Colonists hold protest of the Tea Act in Boston Harbor.

1774— Intolerable Acts punish colonists.

1774— First Continental Congress sends grievances to England.

1775— Paul Revere warns colonists of British advance.

1775— Colonists fire shots heard 'round the world.

1775— "Yankee Doodle" becomes a popular song.

1775— Second Continental Congress is held.

1776— Declaration of Independence is written.

1776— Liberty Bell is rung.

1776— Thomas Payne's Common Sense.

On July 4, 1776, the Declaration of Independence was signed. For United States citizens, this is one of the most important documents ever written. It was read to the people of Philadelphia for the first time on July 8, 1776. The people greeted the document with a great celebration.

In the left column below, part of the original Declaration is shown. In the right column the Declaration has been updated with words more familiar to us. In both the original and the updated versions, three of the most important ideas are underlined. Study the words carefully.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

We believe these truths are obvious, that all people are created equal, that they have certain absolute rights given by their Creator, including life, liberty, and the pursuit of happiness. That to protect these rights, governments are set up among the people. Governments get their power from the agreement of the people.

1. What three "unalienable" rights does the Declaration of Independence say have been given to the people?

life ***liberty***

pursuit of happiness

2. Why have governments been set up?

to secure the rights of individuals

3. Who gives government its powers?

the people

Review the events between 1770 and 1776 you described on the previous page. Based on these events, why do you think the colonists were interested in the rights stated in the Declaration of Independence?

answers will vary

Goals in the Preamble	Government Actions
1. *To form a more perfect union*— to develop a better government for all the people. ***e***	**a.** President Monroe issues Monroe Doctrine, proclaiming that the New World is closed to further European colonization. (1823)
2. *To establish justice*— to create institutions and methods for settling disputes and for guaranteeing citizens fair and equal treatment under the law. ***d***	**b.** Congress passes the Pure Food and Drug Act. (1906)
3. *To insure domestic tranquility*— to keep order among the states and throughout the United States. ***f***	**c.** The Nineteenth Amendment gives women the right to vote. (1920)
4. *To provide for the common defense*— to protect the United States from foreign invasion. ***a***	**d.** Supreme Court rules that juveniles are entitled to many of the same rights in court as adults. (1967)
5. *To promote the general welfare*— to provide adequate services that benefit all citizens. ***b***	**e.** Bill of Rights (first ten amendments) is added to the Constitution. (1791)
6. *To secure the blessings of liberty*— to make sure the rights of the people are protected and safe. ***c***	**f.** Interstate Commerce Act is the first federal law to make rules for business trade between states. (1887)

If you were setting up a student government for your school, what is one goal you would have for the government? ***answers will vary***

Government Study Sheet IV

The Constitution of the United States is the basic law of our land. All local, state, and national laws must agree with it. It is important for citizens to know about the Constitution and to understand the responsibilities of each of the three branches of government established by the Constitution.

The Constitution is divided into parts called articles. The first three articles set up the legislative branch (Article I), the executive branch (Article II), and the judicial branch (Article III). These articles also set forth the qualifications people must have to serve in these branches.

What is the function of each of the three branches? The **legislative branch**, called Congress, *makes the laws.* The **executive branch** *carries out the laws.* It also deals with foreign affairs and represents the United States to other nations of the world. The **judicial branch** *decides what the laws mean* and whether the laws agree with the Constitution.

The highest officer in the legislative branch is the speaker of the House of Representatives. The highest officer in the executive branch is the president of the United States. And the highest officer in the judicial branch is the chief justice of the Supreme Court.

Complete the sentences that follow using the information provided above.

1. The legislative branch ___*makes*___ laws.

2. The ___*executive*___ branch is responsible for carrying out the laws.

3. Which branch makes decisions on the meanings of laws?

judicial

4. The president is the head of which branch of government?

executive

5. The highest officer of the legislative branch is _____

the Speaker of the House of Representatives.

Read the sentences below. Each describes an action taken by one branch of government. Decide which branch was responsible for the action. Write an "L" on the line in front of the actions that were legislative, an "E" for those that were executive, and a "J" for those that were judicial.

___*J*___ The decision in *Marbury v. Madison* establishes a precedent for judicial review. (1803)

___*E*___ President Thomas Jefferson agrees to buy the Louisiana Territory from France, doubling the size of the United States. (1803)

___*L*___ Congress passes the Social Security Act. (1935)

___*L*___ A law is passed establishing a maximum workweek and a minimum wage and prohibiting child labor. (1938)

___*E*___ President Truman issues the Truman Doctrine to block the spread of communism. (1947)

___*J*___ In *Brown v. Board of Education of Topeka,* racial segregation in public schools is ruled to violate the Fourteenth Amendment. (1954)

6. What law do you think needs to be passed or changed? Why do you think so?

answers will vary

All answers on this page will vary.

Citizens also have responsibilities. Responsibilities are things citizens can choose to do or not to do. We are not required by law to engage in these activities. However, our society would not be as good if citizens did not assume some responsibility for the welfare and well being of others. Clearly, the government cannot be as responsive to the needs of people if citizens do not vote and give direction to the lawmakers who represent them.

Below are statements of four important citizen responsibilities. Explain how each responsibility helps make our country a better place to live and what may happen if citizens do not carry out the responsibility.

1. *Americans should know about and respect the rights of others.*

_____

_____

2. *Americans should listen to other points of view.*

_____

_____

3. *Americans should vote and let officials know their views.*

_____

_____

4. *Americans should participate in civic activities.*

_____

_____

You have learned about many aspects of our government such as voting, the branches of government, and citizen rights, duties, and responsibilities. What area of government would you like to know more about and why?

_____

_____

Summary

Geography is concerned with absolute and relative location, with place, with movement, and with regions. As citizens, we need to know where we are in relation to other places; human and physical characteristics of places; and how people, ideas, and products have moved and are moving. As Americans, we also need to know about our own political regions or units—towns, cities, states. We elect our government representatives from political regions.

1. How do maps help us learn about places?

They show the location of places.

2. Describe the location of your community relative to Washington, D.C.

answers will vary

3. Describe three things human beings do to change the land.

answers will vary

4. Why is a political unit a region?

Because they have governments, they have control over a certain land area.

5. How do governments affect the geography of a place?

They control where things can be built. They add things like roads to the land and they control environmental quality.

Geography Study Sheet I

Being familiar with the geography of our country is essential to understanding both past and current events. Every U.S. citizen should be able to name and locate the country's 50 states. Give yourself a test. Without looking at a resource, write the names of as many states as you can in seven minutes. They don't have to be in any particular order. Just write each name as it occurs to you.

STATES I KNOW

answers will vary

Draw a line under the last state you named and go to the next page.

All answers on this page will vary.

How did you do? If you did not get all 50 states, turn to the United States map on pages 158-159. Put a small "X" in each state you named.

Now look at the states you did not remember and write their names under the line you drew on the previous page.

1. Review the states you were able to name without looking at a map. How did you organize the task? For example, did you try to picture a United States map and start naming states in a particular region? Or did you start naming states you have traveled to?

2. Which states were easiest for you to name?

3. Which states were most difficult for you to recall?

4. Look at the states you didn't remember on the map. Where are they located in the country? Why do you think these were difficult for you to recall?

5. What can you do to improve your knowledge of the geography of the United States?

6. For an extra challenge, try naming the capitals of all the states. Use an additional sheet of paper.

If you are not satisfied with your knowledge of our country's states and capitals, you may wish to study the map on pages 158–159. In a few days, try the timed test again and see if you can improve your knowledge.

Geography Study Sheet II

Throughout the CAAP Timeline there are small maps under the heading of "Geography." These maps show the United States at different time periods. At the top of each map the exact time period of that map is given. By looking at the maps from 1490 to the present, you can learn more about how our country was settled. Use the maps throughout the Timeline to answer these questions.

1. Who were the people in 1490 living in what is now the United States?

   Indians

2. By 1600 people from three European countries had started settlements in what is now our country. Find the map that shows the land claims of these three groups in 1682.

   Which group held most of the East Coast? *British*

   Which group held most of the land in the center? *French*

   Which group held most of the West? *Spanish*

3. By 1733, 13 colonies had been established on the East Coast. These colonies became the first states. Find the map on page 24. Trace around the whole area of the first 13 states. Use the map on page 24 together with the United States map on pages 158–159 to name the first 13 states.

New Hampshire	*Massachusetts*	*Connecticut*
Rhode Island	*New York*	*New Jersey*
Delaware	*Pennsylvania*	*Virginia*
Maryland	*North Carolina*	*South Carolina*
	Georgia	

4. During the next 178 years, 37 more states were added to the United States. Use the Geography maps on the Timeline to learn where and when these states were added.

Time Period	Number of States Added
1780–1800	*3*
1800–1810	*1*
1810–1840*	*9*
1840–1860	*7*
1860–1880	*5*
1880–1910	*8*
1910–1930	*2*
1930–1960	*2*

**Note: Michigan is divided by a body of water.*

Review the maps you have studied in the Timeline as you answer these questions.

5. Were the first states in the eastern, western, or central part of the country?

Eastern

In what part of the country were the last states added?

Western

As you look at the addition of states from east to west across the country, what do you notice about their size?

they get larger

Why do you think the sizes of eastern and western states are different?

Because there were better forms of transportation later.

6. In what time period was your state added to the U.S.?

answers will vary

How many other states came into the country during the same period?

answers will vary

Geography Study Sheet III

Below is a list of all United States presidents in the order they served our country. Beside each name is the state in which the president lived at the time of his election. The states are abbreviated by postal service designation. On the United States map, pages 158–159, make a small tally mark "/" in each president's home state. Several states will have more than one mark.

President	State	President	State
George Washington	VA	Grover Cleveland	NY
John Adams	MA	Benjamin Harrison	IN
Thomas Jefferson	VA	Grover Cleveland	NY
James Madison	VA	William McKinley	OH
James Monroe	VA	Theodore Roosevelt	NY
John Quincy Adams	MA	William H. Taft	OH
Andrew Jackson	TN	Woodrow Wilson	NJ
Martin Van Buren	NY	Warren G. Harding	OH
William H. Harrison	OH	Calvin Coolidge	MA
John Tyler	VA	Herbert Hoover	CA
James K. Polk	TN	Franklin D. Roosevelt	NY
Zachary Taylor	LA	Harry Truman	MO
Millard Fillmore	NY	Dwight D. Eisenhower	NY
Franklin Pierce	NH	John F. Kennedy	MA
James Buchanan	PA	Lyndon B. Johnson	TX
Abraham Lincoln	IL	Richard M. Nixon	NY
Andrew Johnson	TN	Gerald Ford	MI
Ulysses S. Grant	IL	Jimmy Carter	GA
Rutherford B. Hayes	OH	Ronald Reagan	CA
James A. Garfield	OH	George Bush	TX
Chester A. Arthur	NY		

Using the tally marks on the United States map and the information on the previous page, complete the following questions.

1. From what states were the first six presidents elected?

Virginia and Massachusetts

Why do you think the first presidents came from these states?

They were two of the first colonies.

2. From which states have the most presidents been elected? Name the top four "president-producing" states and the number of presidents from each.

State	Number of Presidents
New York	*9*
Ohio	*6*
Virginia	*5*
Massachusetts	*4*

Are the top four president–producing states east or west of the Mississippi River? *east*

Why do you think this is the case? *Eastern states developed earlier and generally have more population.*

3. How many states have never produced a president? *34*

Are these states located mostly east or west of the Mississippi River? *west*

Why do you think this has happened? *These states developed later and have less population.*

4. Suppose you want to run for president of the United States, and you can choose any state as your home state. To give yourself the best possible advantage, what state would you choose? Why?

answers will vary

Geography Study Sheet IV

In 1790 the United States government started a procedure that has taken place every decade since. This procedure is the United States Census in which every man, woman, and child living in the country is counted by the Bureau of the Census.

Each map in the CAAP Timeline from 1780–1800 to the present has population information collected in the U.S. Census for that time period. Use the population information on the Geography maps to complete the table below.

Year	Population
1790	*3,929,214*
1810	*7,239,881*
1840	*17,069,453*
1860	*31,443,321*
1880	*50,155,783*
1910	*91,972,266*
1930	*122,775,046*
1960	*179,323,175*
1970	*204,879,000*
1980	*226,546,000*
1990	*250,000,000* estimated
2000	*268,000,000* estimated

1. Has the United States ever lost population? *no*
2. By how many people has the country's population increased in the last ten years? (Use the population estimate by the Census Bureau for the year 1990.) *23,454,000*

The Census Bureau predicts that our population centers—where the most people live—will change. Below is the Bureau's estimate of the states which will lose, gain, or stay about the same in population by the year 2010. Turn to the United States map on pages 158–159 and mark each state with the symbol shown in its column.

Lose Population(–)	Gain Population (+)	Stay about the Same (o)
Delaware	Alaska	Alabama
Illinois	Arizona	Arkansas
Indiana	California	Connecticut
Iowa	Colorado	Idaho
Kentucky	Florida	Kansas
Michigan	Georgia	Louisiana
Montana	Hawaii	Maine
Nebraska	Maryland	Massachusetts
North Dakota	Nevada	Minnesota
Ohio	New Hampshire	Mississippi
Pennsylvania	New Mexico	Missouri
West Virginia	North Carolina	New Jersey
Wisconsin	South Carolina	New York
Wyoming	Texas	Oklahoma
	Utah	Oregon
	Virginia	Rhode Island
		South Dakota
		Tennessee
		Vermont
		Washington

Study the population information you added to the United States map.

1. Which areas of the country will gain population? Which will lose?

The South and West will gain, the Middle West will lose.

2. What are some reasons states will gain or lose population?

More job opportunities, weather are reasons for gain. Loss of jobs, aging population are reasons for loss.

What other things about our country's geography would you like to know?

answers will vary

1. Define scarcity.

When wants exceed resources.

2. What kinds of choices need to be made in an economy?

Individual choices such as wanting to buy or how much to earn. Government choices such as taxes to assess or services to provide.

3. Why is an understanding of the economy important?

answers will vary

4. What is demand?

How much buyers are willing and able to buy at each price.

5. List three government services you receive that are paid for by taxes.

Answers will vary, but might include education, postal service, police protection and fire protection.

Economics Study Sheet I

The American economy has developed over time. Many important economic developments are listed in the CAAP Timeline. To understand how one event is related to other events, you must first know the order, or chronology, in which they happened.

The economics events below are not in chronological order. On the line to the left of each event, write the date the event happened. All the events are on the CAAP Timeline. When you have dates for all the events, show the order in which they happened by numbering them 1 through 7. Start with the oldest event first. One example has been done.

Correct Order	Date	Event
3	*1879*	Thomas Edison invents the incandescent lamp (lightbulb), which leads to electrical lighting of homes and businesses.
2	*1877*	First general strike by railroad workers occurs.
5	*1890*	Almost 23,000 children work in factories in the South.
6	*1913*	Ford Motor Company sets up first moving assembly line.
4	*1886*	American Federation of Labor is founded.
1	*1807*	Seth Thomas manufactures clocks with interchangeable parts.
7	*1933*	The Great Depression reaches its worst point.
8	*1980*	President Reagan experiments with supply side economics.

Often an event or condition at one point in time causes another event to happen at a later time, sometimes many years later. For example, you just read that in 1890 almost 23,000 children were working in factories in the South. Do you think child labor was a problem? _____

Why?

answers will vary

In 1938 Congress passed the first laws forbidding child labor. How many years passed between the time when thousands of children were working in factories and the passage of laws to protect them?

Why do you think it took so long to pass these laws? _____

answers will vary

You have probably read about the Great Depression of the late 1920s and 1930s. Did you realize that this was not the first time our country suffered economic difficulty? Read through the Economy section of the Timeline and list below three periods of economic crisis before 1920. Then add the Great Depression to your list. Write the entries describing these crises as they appear in the Timeline.

Date	Event
1837	***Economic depression, a "Panic", occurs as many banks and businesses fail and thousands are unemployed.***
1893	***During financial panic, 600 banks, railroad companies, and 15,000 businesses fail. Many people lose jobs. Strikes occur.***
1907	***Stock market falls and begins a financial panic. Banks close. Attempts are made to change banking.***
1929	***Stock market collapses, beginning economic decline known as the "Great Depression."***

Usually in a depression, many people become unemployed. Why do you think this happens?

Answers should include falling sales and cuts in production which causes people to lose jobs.

Economics Study Sheet II

People invent things for many reasons. Here are five reasons things have been invented:

1. To make day-to-day work easier and to produce more.
2. To allow people to travel farther and faster.
3. To help people communicate better with each other.
4. To cure sickness or improve people's health.
5. To make buildings or houses better for people.

Below is a list of inventions from the CAAP Timeline. Place a 1, 2, 3, 4, or 5 in front of each invention to show a reason you think it was invented. You may have more than one reason for some inventions.

_5_ First American bricks made in Virginia. (1612)

_1_ Eli Whitney invents the cotton gin. (1793)

_2_ The steamboat, Clermont, is launched. (1807)

_5_ Thomas Edison invents the incandescent lamp. (1879)

_2_ Henry Ford manufactures Model T cars. (1908–1928)

_1_ First electronic computer is invented. (1946)

Here are some other inventions that are not on the Timeline. Place the number of the reason or reasons for these inventions next to each.

_4_ Aspirin is invented. (1853)

_1,5_ First mechanical refrigerator is patented. (1834)

_2,5_ Elisha Otis demonstrates the first elevator. (1853)

_3_ The first cross-country telephone conversation takes place. (1915)

_3_ Television is invented by Philo Farnsworth. (1930)

Now, add these inventions to the Timeline.

All answers on this page will vary.

Think of one more invention that illustrates each of the five reasons for inventions. Use the number of the reasons at the top of page 100 to order your entries. Your choices may be from the Timeline but do not have to be.

1. _____
2. _____
3. _____
4. _____
5. _____

Choose any one of the inventions listed above and describe how you think our country has benefited from the invention.

_____

_____

_____

Imagine you can invent anything you want. Your invention could improve medicine or space travel or make household chores easier. Describe what you would like to invent and why.

_____

_____

_____

_____

Turn to page 46 in the CAAP Timeline. Think about inventions that might be developed in the next ten years. Write your predictions in the blank space under the years 1990 to 2000.

Economics Study Sheet III

In the essay "Economics—Why and What," many new economics terms were introduced. They are important to understanding the economy and how it works. Use words from the essay to complete the sentences below.

1. A study of ___*economy*___ is a study of how individuals and governments make choices.
2. Because we cannot have everything we want, we must make ___*choices*___ .
3. Workers are called ___*producers*___ .
4. A producer, or worker, earns ___*income*___ .
5. A ___*consumer*___ buys things.
6. In the United States, we produce things to be sold in a ___*market*___ .
7. In a market, we pay ___*prices*___ for the things we buy.
8. Every economy produces both ___*goods*___ and ___*services*___ .
9. A teacher provides a ___*service*___ .
10. An automobile is a ___*good*___ .
11. We often pay a ___*tax*___ on things we buy.

Economics is a way of thinking about choices we make. An important idea in economics is opportunity cost. **Opportunity cost** is the highest valued alternative a person gives up when he or she makes a choice among alternatives. In other words, opportunity cost is the next best choice after the choice you have made. Suppose you are invited on Friday night to a friend's house for a party and to a movie with another friend. You decide to go to the movie. Your opportunity cost is the party.

Most answers on this page will vary.

Suppose you have $10 your aunt gave you as a gift. Three things you might do with the money are listed. Add two more on the lines provided.

Choices	Rank
Buy a new tape.	_____
Go to a movie and have pizza with friends.	_____
Save the $10.	_____
_____	_____
_____	_____

Think about each of the five choices on the list. On the lines beside the choices, order your preferences by making your first choice number 1 and your last choice number 5.

What is your first choice?_____

By making this choice, what is your opportunity cost? Use the definition of opportunity cost above to help you decide.

_____

Bonus: (circle the correct answer)

- If car prices go down, people will buy [fewer, (more)] cars.
- If wages at fast food places go up to $10 per hour, [fewer, (more)] workers will want to work at these places.
- If the price of jeans goes to $100 per pair, [(fewer) more] jeans will be bought.

You are learning many things about the economy. What more would you like to learn about our economy and why?

_____

_____

_____

Economics Study Sheet IV

Suppose you have been made principal of your school for a day. Someone has given the school $100. It is your responsibility to decide how to use the $100.

You decide to take a survey and you find that people have suggested the list below. The cost of each item is also listed.

• A new school flag	$75
• Art supplies for a school mural	90
• New soccer balls	80
• A party for all students	95
• Save the money for a good cause	100
• New library books on citizenship	100
• Presents for all teachers	100
• A donation for auditorium equipment	100

Recall that individuals and governments cannot have everything they want. They have to make choices. As principal for a day, you need to make choices about what to do with the $100.

Use the questions below to help make your choice or choices. Space for your top three choices is provided. Write in each choice. Beside each choice list the person or persons who will benefit from your choice. A **benefit** is something individuals or groups gain when a choice is made. Listing the benefits of your top three choices can help you make a better choice.

	Choice	**Who Benefits?**
	answers will vary	
1st	_____	_____
		_____

All answers on this page will vary.

	Choice	Who Benefits?
2nd	_____	_____
		_____
3rd	_____	_____
		_____

Why did you decide on your first choice? _____

_____

Think about your first choice. What is the next highest choice you give up in making that choice? _____

This is the opportunity cost of your first choice.

Now look at your third choice. Who does not benefit from this choice?

_____

As principal, you are not restricted to the choices listed. Think of two other things your school could use. In the spaces below, write down the items and what you think the approximate cost would be.

_____ $ _____

_____ $ _____

Now what choice from among the five possibilities will you make?

_____

Why did you decide on this choice?

_____

_____

whatever they like. That is because we believe that the government should not limit people's freedom. Not all countries believe in cultural freedom as strongly as we do.

Cultural messages are so important in determining how people think and act that some governments decide what books get published, what movies are produced, what art people can see, and what shows can be aired on television. This is called **censorship**. In some countries, the government uses censorship to control what people see and read. In the United States, we believe in preserving cultural freedom. If we are to be responsible citizens, we must understand the cultural messages we are receiving and know that we must make choices about them.

Summary

Culture is about people. It is the ideas, customs, skills, arts, and total way of life of a whole group at a particular time in history. Art, books, music, dance, newspapers, magazines, and theater are important tools in helping us to understand culture. Cultural messages can change the way we think or act. Censorship stops the freedom to send cultural messages. In the United States we believe in cultural freedom.

1. Define culture in your own words.

answers will vary

2. Each age group in a society likes certain things to wear, to listen to, to watch on TV, to read, and so on. What are some of these things you and your friends like?

answers will vary

3. How is culture communicated to others?

Through artistic creations like books, pictures, music, and through customs.

4. Describe something you have learned about the culture of another country.

answers will vary

5. Why don't we allow our government to limit cultural messages, even if a majority of people disagrees with the message.

Because we believe in cultural freedom.

Culture Study Sheet I

As you learned in the essay "Culture—Why and What," culture includes the ideas, customs, skills, and arts of people at a particular time in history. In the history of our country, there have been many **cultural firsts**—those events, such as the introduction of a new kind of music, which happen for the first time. For example, in 1955 Bill Haley and the Comets recorded the song, "Rock Around the Clock," which was the start of "rock 'n roll" music. Use the CAAP Timeline to find the dates of the cultural firsts listed below. The events are in chronological order.

Date	Cultural First
1621	Pilgrims and Indians celebrate first Thanksgiving.
1634	First school opens in New Amsterdam.
1690	First American schoolbook is published.
1731	First circulating library is opened by Benjamin Franklin in Philadelphia.
1841	Women receive first university degrees.
1889	First movie in the United States is made.
1890	Jacob Riis publishes *How the Other Half Lives*, the first book about American slums. It influences government action to help people in the slums.
1895	First professional football game is played.
1923	First *Time* magazine is published.
1928	Mickey Mouse makes his first cartoon appearance.
1962	First song of the folk-rock movement, "Blowing in the Wind," is recorded.
1968	Classification of movies as G, PG, R, or X begins.

1970 "Sesame Street" is the first of a new kind of children's program on public television.

1986 Nancy Reagan starts the first national campaign to prevent drug use called "Just Say No."

Like our nation, you too have cultural firsts in your life. Complete the information below about your cultural firsts.

My Cultural Firsts	Title	My Age Was
Read my first book	*answers will vary*	
Saw my first movie		
First TV show I liked		
First song I liked		
First cartoon I liked		

Interview your parent or another adult to learn about his or her cultural firsts. Compare them with your own.

Adult's Cultural Firsts	Title	Person's Age Was
Read first book	*answers will vary*	
Saw first movie		
Saw first TV show		
First song liked		
First cartoon liked		

Read through other cultural entries in the CAAP Timeline. What event or events would you like to learn more about?

answers will vary

Culture Study Sheet II

Much of the culture of our country is shared through the talents of people who make music, write, and paint. From the earliest days of our nation, these creative people have made us aware of our country's problems as well as its heritage.

Below are three categories of cultural arts: music, literature, and paintings and photography. The CAAP Timeline has many entries that tell about famous works in these categories. Several entries for each category are listed. All of them happened before 1900. Find the correct date for each entry.

When you finish a category, read the Timeline entries after 1900 to find two more events for music. Add one more for literature and paintings/photography. Copy your selections and enter their dates.

MUSIC

1731 First known concert in the colonies is presented in Boston.

1775 "Yankee Doodle" becomes a popular song.

1842 New York Philharmonic is founded. It is the first symphony orchestra in America.

1893 Katharine Lee Bates writes the words to "America the Beautiful."

_____ *answers will vary*

_____ *answers will vary*

LITERATURE

1624 John Smith writes *General History of Virginia* with its famous story of Pocahontas.

1783 First daily newspaper in the United States, *The Pennsylvania Evening Post*, begins publication.

1822 Clement C. Moore writes the ballad, "T'was the Night before Christmas."

_____ ***answers will vary***

_____

PAINTINGS AND PHOTOGRAPHY

1772 Charles Willson Peale completes a life-size portrait of George Washington.

1832 George Catlin paints portraits of American Indians.

1861 Mathew B. Brady begins a photographic record of the Civil War.

_____ ***answers will vary***

_____

Compared with other forms of culture, television is quite new. But television is now very important in the culture of our country. Find the date for the entry below, and add one more entry from the CAAP Timeline, which tells about a television program you have heard of or watched.

TELEVISION

1941 First regular television broadcasts begin.

_____ ***answers will vary***

_____

All answers on this page will vary.

Culture Study Sheet III

As you have learned, culture is what people are thinking and feeling. Some people try to capture those thoughts and feelings by composing music, writing books, drawing or painting pictures, or by acting in movies and plays. They use their creative talents in their work.

Think for a moment about your creative talents. What are some creative ways you might contribute to a better understanding of American culture in the future?

---

1. **Maybe you will write a book.** What might its title be?

_____

What might it be about? _____

_____

What changes might happen because of your book?

_____

2. **Maybe you will compose music.** What kind of music would you like to write?

_____

What title would you give your song?

_____

What would it be about? _____

_____

How would it help others understand and appreciate culture?

_____

_____

All answers on this page will vary.

3. **Maybe you will be an actor.** What kind of play or movie would you like to be in? (serious, funny, musical)

What would the story in the play or movie be about?

What effect might your play or movie have on our culture?

4. **Maybe you will create pictures.** Would you rather draw, paint, or take photographs?

What would your pictures be about?

What effect might your pictures have on people?

5. Read through the Culture section of the CAAP Timeline and identify one entry you think illustrates the important role creative people can play in helping us understand our culture or improve life for American citizens. Describe the event and its importance.

Now that you have had a chance to study our culture, think about the next ten years—to the year 2000. What kinds of cultural events do you think will happen? Write your predictions in the Culture section of the CAAP Timeline for the years 1990 to 2000.

Summary

Current events have to do with what is occurring in the world today. Information about current events can be found in newspapers, magazines, and on the radio and television. This information helps us to understand how events happening now might affect our lives. When studying current events, it is important that we understand the differences between facts and opinions. Together, they can help us to form our own views about civic issues. It is important for involved and effective citizens to have their own views. Civic action is an important way for citizens to put their opinions to work in influencing events that affect their lives.

1. What are the major sources of information about current events?

Newspapers, magazines, radio, and television.

2. What is the difference between a fact and an opinion?

Facts are pieces of information which can be proved. Opinions are beliefs and ideas of different individuals.

3. What are some ways people take civic action?

Going to public hearings, signing petitions, writing letters to editors, joining civic groups, and running for office.

4. What are two current issues in your own community?

answers will vary

5. What actions could you take to affect those issues?

answers will vary

Current Events Study Sheet I

In the essay "Current Events—Why and What," you learned that in studying current events it is important to be able to tell **fact** from **opinion**. Review the meanings of fact and opinion.

Read the statements below. If the statement is a fact, write "F" on the line in front of it. If it is an opinion, write "O."

O **1.** Young people should work harder.

F **2.** In most states children must go to school until they are 16 years old.

F **3.** The Declaration of Independence was signed in the year 1776.

O **4.** The president ought to feed homeless people.

F **5.** The 1980 population of the United States was 226,546,000 people.

F **6.** A census is taken every ten years by the U.S. Bureau of the Census.

O **7.** To control population, immigration should be stopped.

O **8.** Criminals have all the rights; victims have none.

O **9.** The cause of criminal behavior is an unjust society.

F **10.** Crime increased in 1988.

Read your local newspaper or listen to the news reports on television for one day. Write down one statement of fact and one statement of opinion you read or hear.

Statement of Fact: ***answers will vary***

Statement of Opinion: ***answers will vary***

All answers on this page will vary.

Current Events Study Sheet II

Liberty Bell Rings Out Independence	*July 4, 1776*
Lincoln Elected President	*November 6, 1860*
Japanese Surrender; World War II Ends	*August 14, 1945*

The headlines above all told about current events of the day they were printed. Today those events are part of our history. Today's current events will be history in the future.

Read the first section of your local newspaper or a news magazine. Write three headlines for events you think might become entries in a history timeline in the future.

Ask a parent or another adult to tell you about a headline from the past. What current event did the headline describe? Write the headline in the space below.

Can you find the event on the CAAP Timeline? If so, write the year of the event.

All answers on this page will vary.

Summary Study Sheet I

The CAAP Timeline describes dozens of events, people, and situations that have been important in the history of our country. Imagine you have been asked to tell a group of visitors from another country about our country's history. You can talk about any kinds of events—historic, governmental, geographic, economic, or cultural—but you have time to describe only six.

What six events would you discuss? Why would you choose those events? Write your answers in the chart below.

Important Events in the History of Our Country

	Important Event	Why the Event Is Important
1.		
2.		
3.		
4.		
5.		
6.		

All answers on this page will vary.

Complete the sentences below by describing how the six subjects in this *Learning Project* can help you be a better citizen.

Studying history helps citizens be more effective by _____

_____

_____

Studying government helps citizens be more effective by _____

_____

_____

Studying geography helps citizens be more effective by _____

_____

_____

Studying economics helps citizens be more effective by _____

_____

_____

Studying culture helps citizens be more effective by _____

_____

_____

Studying current events helps citizens be more effective by _____

_____

_____

In order to be a better citizen, I need to learn more about

_____

_____

All answers on this page will vary.

Summary Study Sheet II

Imagine the Member of Congress from your congressional district is coming to visit your school. You have been selected as one of five student panelists to ask questions of your representative.

Use this summary study sheet to write a question you would ask your member of Congress under each topic below.

An important historic event: _____

_____

_____

The U.S. Constitution: _____

_____

_____

The environment: _____

_____

_____

The economy: _____

_____

_____

The arts: _____

_____

_____

Civic Achievement Award Program

Mastery Test

Multiple Choice Place an X by the correct answer.

1. Which person on the following list shares something in common with Rosa Parks and Martin Luther King, Jr.?

   X A. Susan B. Anthony

   _____ B. George Washington

   _____ C. Sally Ride

   _____ D. John Smith

2. If you were English and came to North America in 1607, in which colony would you have settled?

   _____ A. St. Augustine, Florida

   X B. Jamestown, Virginia

   _____ C. New Amsterdam, New Netherlands

   _____ D. Fort Caroline, Florida

3. The song "Yankee Doodle" first became popular during which period of American history?

   _____ A. Cold War

   _____ B. War between the States (Civil War)

   _____ C. Westward Expansion

   X D. Revolution

4. After the Europeans settled the continent, what happened to the people who inhabited America?

   X A. Most were forced to leave their land.

   _____ B. Most willingly sold their land to European settlers.

   _____ C. Most died, leaving the land free for the Europeans.

   _____ D. Most easily fit into the new country the Europeans created.

5. Why was the 1731 founding of a library in Philadelphia by Benjamin Franklin important?

_____ A. It provided a place for the people to go in the evening.

_____ B. It kept children who didn't work off the street.

__X__ C. It started the trend in American society of making books available to all people, allowing culture and knowledge to spread.

_____ D. It provided a meeting house for the Continental Congress, which met that year.

6. Which of these states borders on the Pacific Ocean?

_____ A. Maryland

__X__ B. Oregon

_____ C. Oklahoma

_____ D. Illinois

7. *The Jungle,* a novel that helped build support for the Pure Food and Drug Act in 1906, was written by

_____ A. Mark Twain.

_____ B. Henry David Thoreau.

_____ C. Washington Irving.

__X__ D. Upton Sinclair.

8. Why were the English colonies so successful that they came to dominate the North American continent?

_____ A. The English settlers were the most industrious.

_____ B. The English settlers concentrated on trading with American Indians, rather than on farming, in order to make more money.

__X__ C. The English colonies were concentrated on one coastline, providing easy trading and settling opportunities.

_____ D. The English settlers were always on good terms with the native people.

9. If the United States and Canada wanted to reach an agreement about acid rain, who in this country would be responsible for negotiating the treaty?

X A. The President of the United States

_____ B. The Speaker of the House of Representatives

_____ C. The Governor of Maine

_____ D. The Chief Justice of the Supreme Court

10. If a group of people left America in 1880 and set up a new government similar to that of the United States at that time, who would be able to vote?

_____ A. Whites and American Indians

_____ B. Everyone over the age of 21

X C. White and black adult males

_____ D. White males and females

11. Next to the following states, place a plus (+) if the population is expected to increase and a minus (-) if the population is expected to decrease by the year 2010.

\- A. Iowa

\+ B. California

\+ C. Florida

\- D. Michigan

12. Fill in the blanks with the appropriate words.

The Declaration of Independence states that governments are set up to protect the rights of the people, particularly the rights of life, liberty, and pursuit of happiness.

13. The Constitution defines the responsibilities of the three branches of government. Next to its name, tell what each branch does and give the title of its highest officer.

The Legislative Branch makes laws.

Highest officer is the Speaker of the House.

The Executive Branch carries out laws and deals with foreign affairs.

Highest officer is the President.

The Judicial Branch makes decisions on the meaning of laws.

Highest officer is the Chief Justice.

14. Next to each statement below, place an L if it is a legislative action, an E if it is an executive action, and a J if it is a judicial action.

L In 1887, Congress passes the Interstate Commerce Act, which is the first federal law to make rules for big business.

J In 1967, the Supreme Court rules that juveniles are entitled to many of the same rights in court as adults. (*in re Gault*)

L In 1938, Congress passes the first law forbidding child labor.

E In 1863, President Abraham Lincoln issues the Emancipation Proclamation, which frees slaves in the Confederacy.

15. American citizens have rights and duties. Place an R by the following statements that are rights and a D by the ones that are duties.

D Serving on a jury

R Having free choice of religion

D Paying taxes

R Expressing political opinions

16. In the following pairs of events, circle A or B to indicate the event that happened first.

(A.) The Fifteenth Amendment, which gives black males the right to vote, is ratified.

B. Congress passes the 1964 Civil Rights Act, which prohibits discrimination.

A. Congress grants citizenship to American Indians.

(B.) The Nineteenth Amendment, which gives women the right to vote, is ratified.

A. The United States Constitution takes effect.

(B.) Connecticut Colony writes *Fundamental Orders*, a constitution that provides the vote for freemen.

17. Match the date in column A with the event in column B. This will put the events in chronological order.

A		B
3	1492	1. The Twenty-sixth Amendment lowers the voting age to 18.
5	1776	
2	1861	2. Shots fired by Confederate forces mark the start of the Civil War.
6	1929	3. Christopher Columbus lands in the New World.
4	1962	4. The United States and the Soviet Union nearly go to war during the Cuban missile crisis.
1	1971	5. Thomas Jefferson writes the Declaration of Independence.
		6. A stock market crash starts the Great Depression.

18. Fill in the blanks with the appropriate economic term.

A. Workers are called producers.

B. Because we cannot have everything we want, we must make choices.

C. A worker earns income.

D. Every economy produces both goods and services.

19. Next to the statements below, place an *F* by those that are facts and an *O* by those that are opinions.

F On July 4, Americans celebrate the independence of their country.

O The President ought to stop crime.

O The United States Congress should raise taxes.

F The United States flag is a symbol of our country.

The Civic Achievement Award Program in Honor of the Office of Speaker of the House of Representatives

Launch Edition

A Civic Knowledge and Skills Development Program

Established by the U.S. Congress and
conducted by the Close Up Foundation in cooperation with the
National Association of Elementary School Principals
and with the assistance of the Library of Congress

Burger King Corporation, a partner in educational achievement,
is proud to have provided additional sponsorship support
for the Civic Achievement Award Program.

Officially Recognized by the Commission on
the Bicentennial of the United States Constitution

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We are grateful to the hundreds of enthusiastic teachers and principals and the nearly 29,000 students who provided us with invaluable feedback about the program and the materials through their participation in the pilot and field test. Based on their input, evaluations from a national Curriculum and Materials Review Panel, and the commitment of Close Up staff members, the CAAP materials have gone through two revisions and refinement cycles.

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What Is the Civic Achievement Award Program?

The Civic Achievement Award Program in Honor of the Office of Speaker of the House of Representatives is designed to help you learn more about our country and to understand better what it means to be a citizen of the United States. There are three parts to the program: a *Learning Project,* a *Research Project,* and a *Civic Project.* When you complete all three parts, you will receive an "award certificate" from the United States Congress.

The members of Congress believe that it is very important for students to know about this country and to understand the rights and responsibilities of citizenship. The Congress thought that a special award program would help get students interested in going beyond what they are already learning in school; therefore, Congress has provided funding support to the Close Up Foundation to create the Civic Achievement Award Program (CAAP) for you.

The United States Congress and CAAP

You will notice that the front of this book says "Launch Edition." This means that CAAP is a new program and is being launched in recognition of the Bicentennial of the United States Congress.

Even the name—*The Civic Achievement Award Program in Honor of the Office of Speaker of the House of Representatives*—illustrates how important the program is to the members of Congress. The Speaker of the House of Representatives is the third highest officer in our land and is the head of Congress, the legislative branch of our government. Because

members of Congress are elected from local congressional districts, the legislative branch is closest to the people.

To operate effectively, our government needs responsible citizen participation. To be a responsible citizen, it is necessary to understand the history, government, economy, geography, and culture of our nation. You will learn about these things in this program. Let's look at the three parts of the program. What will you be doing in each?

Learning Project: Knowing about our Country

For the *Learning Project*, you will be learning about six subjects: American history, government, geography, economics, culture, and current events. To learn about the subjects, you will use three kinds of information provided in this book. First is the CAAP Timeline, which begins on page 12. The Timeline lists some of the important events in our country from 1492 to the present day. Next, starting on page 50, you will read essays about each of the six subjects. Using information from the Timeline and the essays, as well as information you have learned before, you will complete study sheets on each subject. When you have finished the reading and the study sheets, your teacher will give you a test. The test will show that you have learned the information on the study sheets.

Research Project: Finding and Presenting Information

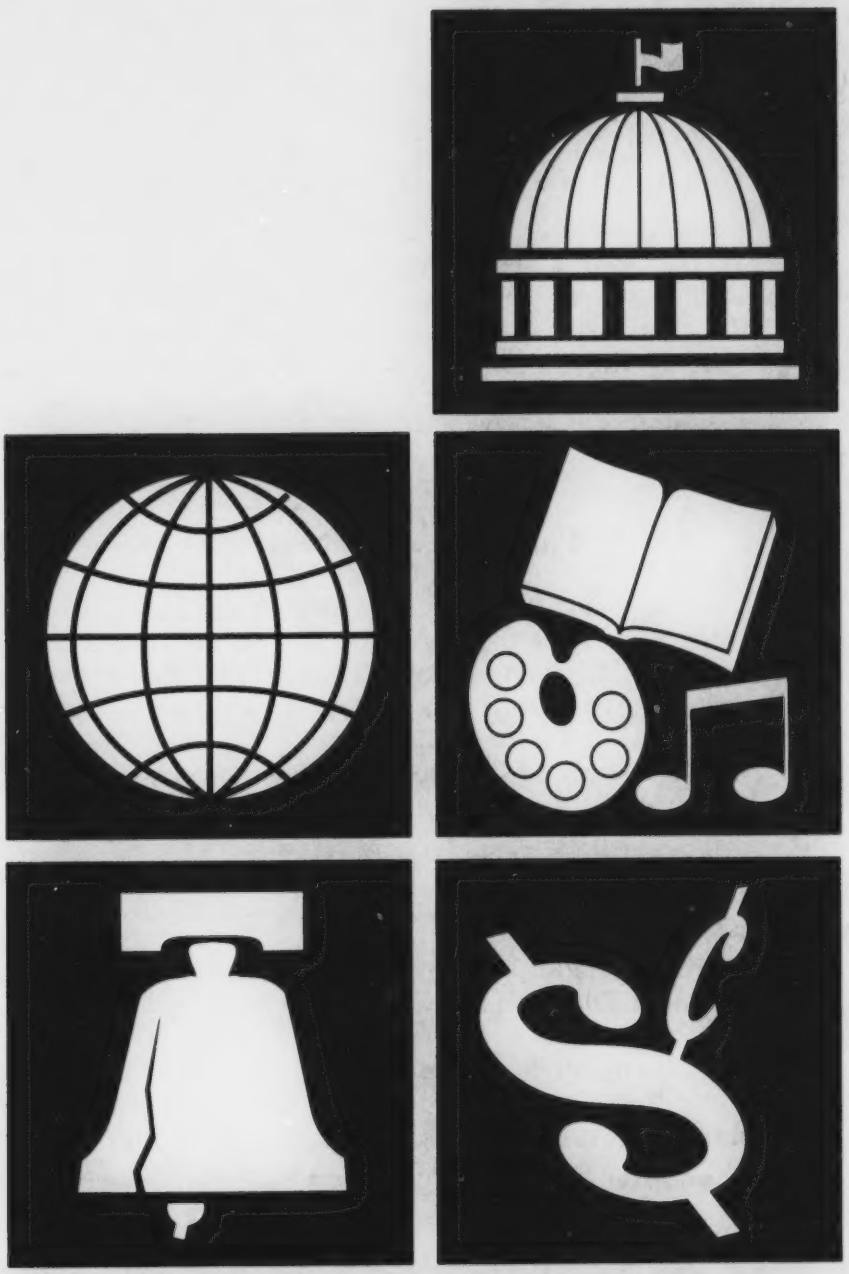
This part of the program will give you the opportunity to do a *Research Project.* You will choose a topic that interests you and find answers to questions you have about the topic. You may want to look for some of your answers in the CAAP Timeline. For other answers it may be helpful to go to a library.

Or you may want to interview people who know about your topic. This book contains directions that will help you do your research step by step.

Civic Project:
Getting Involved in Your Community

As a citizen of the United States, you have rights and responsibilities within your community. It is important for citizens to know about civic issues and to share their views. The *Civic Project* will help you to become involved in an issue that is important to your school or your community. This book suggests ideas for different kinds of projects you might want to complete. It also gives directions for organizing your project.

When you turn this page, you will begin a learning adventure about our country and about being a citizen. You should start by looking through the Timeline. From the Timeline, you will probably want to begin the *Learning Project.* Once you get started on the *Learning Project,* you can work on more than one part at the same time. Good luck, good learning, and good citizenship!



Section I: *Timeline*

Using the CAAP Timeline

The CAAP Timeline that you will find on pages 12 to 46 may look difficult at first glance, but don't worry. You do not have to memorize the information in the Timeline. You will need to read all the items and dates on the Timeline pages. Some of the items you will use in completing the study sheets in the *Learning Project* and perhaps in doing your *Research Project.*

Using the Timeline

Entries—The Timeline contains information about important people, places, and events in our country's past. The CAAP Timeline begins with the events that happened longest ago. Information is presented in entries. Each entry is one or two sentences that tell facts about the event or person. You can quickly tell one entry from another by the black dot before the first word of the entry. Here is an example of an entry:

- Dutch start New Netherlands in area now known as New York State. (1624)

This entry is found on page 15 of the Timeline. Find and circle it. Looking for this entry, you may have noticed another entry:

☆ Pilgrims land at Plymouth Rock, Massachusetts, after a long voyage from England on the Mayflower. (1620)

This and other entries throughout the Timeline begin with stars rather than dots. These stars tell you that the event or person described in the entry is especially important in our country's history.

Look for another entry on the same page. Copy it here.

_____

_____

_____

_____

_____

Five Sections—The entries in the CAAP Timeline are organized in five sections. Look on page 33. You can see four of the headings down the side of the page. Write their names here.

_____ _____

_____ _____

Look at the map in the middle of page 33. What is its heading?

_____

Geography is the fifth section of the Timeline. The geography entries are in the form of maps.

The entries are organized by these five subjects to make the Timeline easier for you to read. In addition, learning about the people and events in this way will help you better understand how different kinds of events relate to each other.

Dates—To locate entries on the Timeline, you should first look at the top of a page. You will see two dates at the top of each column. These dates show the years covered by the entries in that column. You should read from the top to the bottom of the page, from History to Culture. Sometimes a time period will have entries in more than one column. In these cases, the dates are repeated at the top of the following column or columns.

What dates are covered in the first column on page 35? _____

On what page would you look if you wanted to find an event that happened in 1920–1929? _____

At the end of each entry you will see a date in parentheses. It is the exact year in which that event happened. Walt Disney created Mickey Mouse between the years 1920 and 1929. Look on the Timeline to find the exact year. What was it? _____

Time Periods—Historical events are often grouped into time periods. One such time period is a **decade**. A decade is a ten-year period. From 1750 to the present all entries in the Timeline are organized by decades. Before 1750, events from several decades are presented together.

Another time period is **century**. A century is 100 years. Centuries are numbered from the year of the birth of Jesus Christ (or year 0). The years before Christ's birth are called B.C. (before Christ). The years after Christ's birth are called A.D. The abbreviation A.D. is from the Latin words *anno Domini*. We refer to A.D. centuries as follows:

- from Christ's birth to year 99 ..... 1st Century
- from year 100 to year 199 ..... 2nd Century
- from year 200 to year 299 ..... 3rd Century

More recent centuries are these:

- from year 1700 to 1799 ..... 18th Century
- from year 1800 to 1899 ..... 19th Century

Complete the information for the present and coming century:

- from year 1900 to _____ ..... ____ Century
- from year 2000 to _____ ..... ____ Century

Sometimes events are grouped not in years but in historical periods. On the Timeline you will find summaries of 11 historical periods. Look on page 12 to see the first one. What is its title?

Read the summary. What were the main things that happened in this historical time period?

_____

_____

_____

_____

Getting Started—Take time now to read through the Timeline. As you read the items, put an "X" beside entries describing people or events you would like to learn more about. Be sure to study the maps in the Geography section. Read the historical period summaries before you read entries from that time period. The summaries will help you see relationships among events and people.

On the lines below, write the date and a description of eight entries you would like to know more about.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

On the last page of the Timeline (page 46) you probably noticed that the column for the decade 1990 to 2000 is blank. As you work on the *Learning Project* study sheets, you will add your own entries in this space.

HISTORY

☆ Christopher Columbus sails from Spain and lands on islands now known as the Bahamas. (1492)

- John Cabot explores the east coast of North America for England. (1497–98)
- Amerigo Vespucci writes description of the New World. New World continents are named in his honor. (1499)
- Columbus sails his last voyage to the New World, landing in Central America instead of finding Asia. (1502–04)

- Ponce de Leon, Spanish explorer, lands in Florida and claims it for Spain. (1513)
- Spanish explorer Hernando Cortez brings the horse to the New World. (1519)
- Jacques Cartier claims the St. Lawrence River Valley for France. (1535)
- Hernando de Soto, from Spain, lands in Florida and leads expedition inland in search of gold. (1539)

GOVERNMENT

ECONOMY

CULTURE

Early American History: A Time of Exploration

The early explorers came to the New World hoping to find a short route to Asia and lots of gold. They did not find either of these. What they did find was very important: fur for clothing, timber for shipbuilding, fish for food, and a large amount of land. These discoveries had the European governments racing to explore and claim the New World. At the same time, religious groups such as the Puritans came from England to practice their religion free from interference by governments. In the New World the explorers found long-established communities of Indians living in numerous tribal groups.

- Francisco Vasquez de Coronado, Spanish explorer, leads expedition from Mexico into American Southwest looking for gold. (1540)
- A member of Coronado's group discovers the Grand Canyon. (1540)
- de Soto explores southeast United States and discovers the Mississippi River. (1541)

- French Huguenots found Fort Caroline, a colony in Florida. (1564)
- St. Augustine, Florida, is established and becomes first lasting Spanish settlement, first Catholic parish, and oldest permanent city in United States. (1565)
- English begin expeditions to North America looking for a waterway around America to Asia. (1576)
- Sir Francis Drake lands on coast of California and claims area for England. (1578)

HISTORY

- Iroquois League of five Indian nations is formed. (1570)

GOVERNMENT

- Iron ore is discovered in North Carolina. (1585)

ECONOMY

GEOGRAPHY

Major Indian Groups - 1490

- Spanish explorers discover Indians and their great temple mounds made of wood in southeast North America. (1550)
- Architecture of St. Augustine, Florida, reflects Renaissance and Baroque styles of Spain and is called Spanish Colonial. (1565)
- Performance of Spanish play in what is now El Paso, Texas, is one of earliest theatrical performances in North America. (1598)

CULTURE

HISTORY

- Sir Walter Raleigh, English explorer and writer, sends expedition to explore New World. (1584)
- ☆ Raleigh sends colonists to Roanoke Island. (1585–88) First group returns after a year, but the second group mysteriously disappears. (1588)
- Juan de Onate, Spanish explorer, leads group into New Mexico, founds a settlement, and claims region for Spain. (1598)

GOVERNMENT

GEOGRAPHY

ECONOMY

CULTURE

HISTORY

- Samuel de Champlain of France sails up the St. Lawrence River on his first voyage to the New World. (1603)
- ☆ Jamestown, Virginia, founded by John Smith, is the first lasting English settlement. (1607)
- Dutch send Henry Hudson to explore Chesapeake Bay, Delaware Bay, and Hudson River Valley. (1609)
- Spanish found Santa Fe, New Mexico, on site of ancient Indian ruins. (1610)

GOVERNMENT

- Church of England is established by law in Virginia. (1609)
- John Smith requires all Virginia colonists to grow maize (corn). (1609)
- ☆ House of Burgesses, considered the first colonial legislature and first representative government in the New World, meets for first time in Jamestown, Virginia. (1619)

ECONOMY

- First American bricks are made in Virginia. (1612)
- Dutch use Manhattan Island as fur-trading post. (1612)
- John Rolfe discovers method of curing tobacco for shipping. (1612–13) 50,000 pounds exported to England. (1617)
- Colonists begin to grow wheat in Jamestown, Virginia. (1618)
- Cattle are introduced into New England. (1624)

CULTURE

- ☆ Puritans influence the culture and government in New England and many colonies. Known for being strict, they believe in churchgoing, education, and hard work and oppose dancing and other forms of entertainment. (1600s)
- John Smith writes about Virginia Colony. This account is considered the first American book. (1608)

- Smallpox epidemic kills almost all Indians in New England. (1616)

☆ First European women (1617) and black slaves (1619) arrive in Virginia.

☆ Pilgrims land at Plymouth Rock, Massachusetts, after a long voyage from England on the Mayflower. (1620)

- Dutch start New Netherlands in area now known as New York State. (1624)
- Peter Minuit, governor of New Amsterdam, buys Manhattan from the Indians for $24. (1626)

☆ Pilgrims sign Mayflower Compact in which they agree to govern themselves. Such government is called popular sovereignty. (1620)

- Plymouth Colony makes treaty with Indians. Squanto, an English-speaking Indian, helps to negotiate it. Peace is kept for 20 years. (1621)

☆ Pilgrims and Indians celebrate first Thanksgiving after the Pilgrims' first successful harvest at Plymouth Colony. (1621)

- John Smith writes *General History of Virginia* with the famous story of Pocahontas. (1624)

- John Winthrop and members of the Massachusetts Bay Company found Boston. (1630)
- Lord Baltimore founds a Roman Catholic colony in Maryland. (1632)
- Roger Williams founds Providence Plantation. (1636)
- Anne Hutchinson is forced out of the Massachusetts Bay Colony for her religious views. (1638)
- Swedish settlers found Fort Christina, (now Wilmington) Delaware. (1638)

- Rhode Island, founded by Roger Williams after he was forced out of the Massachusetts Bay Colony, is first colony to grant complete religious freedom. (1636)

☆ Connecticut Colony writes *Fundamental Orders*, the first constitution of modern democracy. It guarantees popular consent in government and provides the vote for freemen. (1639)

- Education is required in Massachusetts. (1642)

- John Winthrop, Jr., opens first American chemical plant in Boston to produce chemicals for gunpowder. (1635)
- First American wool mill is established in Rowley, Massachusetts. (1643)
- First successful iron-making business is established near Boston. (1644)
- Fishing grows as an industry in New England. (1650)
- Iron is exported from Massachusetts to England. (1650)

☆ New Amsterdam establishes first school. (1634)

- Harvard College is founded. (1636)
- First book printed in America, *The Whole Book of Psalms*, is published in Cambridge, Massachusetts. (1640)

HISTORY

GOVERNMENT

ECONOMY

CULTURE

GEOGRAPHY

Land Claims about 1682

British French Spanish

HISTORY

- Margaret Brent, attorney and landowner, asks for a vote in the Maryland Assembly. Her request is denied. (1649)
- Act of Toleration for Christians is passed in Maryland. (1649)
- Trials for witchcraft begin in Salem, Massachusetts. (1652)
- Quakers are banned from New Amsterdam and Massachusetts colonies. (1656–59)
- Virginia organizes a postal system. (1657)

GOVERNMENT

☆ The Acts of Trade, imposed by England, limit all trade among the colonies, and trade between the colonies and England is limited to English ships. (1651)

- Coins are made in Boston. The coins have a picture of a tree and are called "pine-tree shillings." (1652)

ECONOMY

- Log cabins introduced from Sweden are built along the Delaware River. (1640)
- Anne Bradstreet, a Massachusetts Bay Colony poet, writes a book of poems, *The Tenth Muse*. She is the first known American woman author. (1650)

CULTURE

- John Winthrop, Jr., founds the colony of Connecticut. (1662)
- English capture New Amsterdam and Fort Orange and rename them New York and Albany. (1664)
- Colony of New Jersey is founded. The proprietorship is granted to Sir George Carteret, former governor of the English Isle of Jersey. (1664)
- Jacques Marquette and Louis Joliet from France explore the Mississippi. (1673)

- Virginia requires that children be baptized. (1662)
- Act of Virginia declares that servants who are not Christians before they come to America are to be slaves for life. (1670) The act is repealed in 1682.
- In England, English Bill of Rights, an early model for the U.S. Bill of Rights, gives Parliament supreme authority over the monarch and provides rights to the people. (1689)

☆ The English Acts of Trade list certain colonial products that can be exported only to England or English colonies. Later acts would limit other colonial products for export. (1660)

- First commercial corporation, New York Fishing Company, is formed. (1673)
- Four thousand men using 600 ships are involved in the fishing industry in New England. (1675)

- Puritan colonies of New England censor printed materials. (1662)
- John Eliot completes translation of Bible into Algonquin Indian languages. (1663)
- First American Indian graduates from Harvard College. (1665)

- New Hampshire becomes a royal colony separate from Massachusetts. (1679)
- Sieur de LaSalle claims area from Quebec to Gulf of Mexico for France. (1681)
- William Penn, English Quaker, founds city of Philadelphia. (1681)

☆ England and France battle to control Northeast colonies. Both sides are aided by Indians. (1689)

Colonial Days

Colonists came to America for many reasons. Some wanted to make their fortunes, many wanted religious freedom, and others just wanted adventure. The colonists brought European culture to America. Their languages, religions, and ideas on government were European. Many events in Europe influenced the colonists' lives in America. As European governments fought to control the colonies and claim land, Europeans migrated to America to live in new colonies and cities. The colonies were started to produce goods needed in Europe. The colonists sold their resources (like cotton) to Europe. Then they bought back finished products (like cloth) from Europe, especially England.

- First American edition of John Bunyan's *Pilgrim's Progress* is popular. (1681)

☆ In Philadelphia, the first public school is founded; tuition is charged only for those who can afford it. (1689)

☆ John Locke, writing in England, states that all persons have natural rights the government should protect. His philosophy influences political writers in America in the 1700s. (1690)

- German and Swiss Protestants leave Europe and settle in the Carolinas. (1709)
- New Orleans is founded by French settlers from Canada and France. (1718)

HISTORY

- Representative assembly bans Catholic priests from Massachusetts. (1700)
- Anglican Church is established by law in North Carolina. (1705)
- New Jersey law says no one younger than 21 can marry without approval of parent or guardian. (1719)

GOVERNMENT

- First American paper mill opens near Philadelphia. (1690)
- Paper money is first printed in Massachusetts. (1690)
- Southern planters begin growing rice. (1694)
- Whaling industry increases along New England coast. (1700)
- About 30 shops are doing business for profit in Boston; bookselling is a growing business. (1711)

ECONOMY

- Benjamin Harris's *New England Primer*, the first American schoolbook, is published in Boston. (About 1690)
- First newspaper in colonies, *Publick Occurences*, is suppressed by authorities in Boston. (1690)
- Horse racing is a popular form of entertainment in colonies. (1700s)
- Henrietta Johnson is the first known American woman painter; she is from Charleston, South Carolina. (1707–28)

CULTURE

1720–1749

HISTORY

- Smallpox epidemic strikes Boston. Dr. Zabdiel Boylston is the first American physician to vaccinate patients against smallpox. (1721)
- James Oglethorpe leads settlers to Georgia, the last of the 13 original colonies. (1733)

GOVERNMENT

☆ John Peter Zenger publishes the *New York Weekly Journal*. (1733) He is imprisoned for publishing articles critical of the colonial government. (1734) He is later acquitted in a decision that supports freedom of the press. (1735)

- Molasses Act places an extremely high tax on all sugar products colonies purchase from countries other than England. The act is not easily enforced. (1733)

ECONOMY

- Connecticut blacksmith produces first American steel in Hartford. (1728)

CULTURE

- Construction of Boston's Old North Church begins. (1723)
- Jewish people in New York build the country's first synagogue. (1728)
- First arithmetic textbook is published in Boston. (1729)

1720–1749 continued

HISTORY

- Vitus Bering, Danish explorer for Russia, discovers Alaska. (1741)
- French and Indians raid English settlements on New England and New York frontier. (1745)

☆ Baron de Montesquieu writes that governmental power should be divided so that no group becomes too strong. His ideas of separation of powers influence the writing of the Constitution in America. (1748)

GEOGRAPHY

1700 - 1750

Land Claims about 1733

British Spanish
French — 13 Colonies

ECONOMY

- Copper money is first coined in Connecticut. (1737)
- First strike in America takes place when bakers protest rules about bread prices in New York. (1741)
- Benjamin Franklin invents the Franklin Stove, an enclosed fireplace that is very efficient. (1744)

CULTURE

- First known concert given in the colonies is presented in Boston. (1731)

☆ First circulating library is founded in Philadelphia by Benjamin Franklin. (1731)

- Benjamin Franklin publishes *Poor Richard's Almanack*, a yearly book of weather and farm information. He becomes well-known for his humor and common sense sayings. (1732–57)

1750–1759

- Benjamin Franklin performs his kite experiment, showing that lightning is electricity. (1752)
- French build Ft. Duquesne at the head of the Ohio River on the Pennsylvania frontier (now Pittsburgh). (1754)
- At the first battle of the French and Indian War, the French defeat British colonists led by George Washington. (1754)

- First North American Indian reservation is established in New Jersey. (1758)

- First American coal mine opens on the James River in Virginia. (1750)
- First sugar cane grown in America is introduced in Louisiana by missionaries. (1751)

- First playhouse opens in New York. (1750)
- A school for blacks is established in Philadelphia by Anglican Church missionaries. (1758)
- Religious opposition to theater develops in Pennsylvania. (1759)

1760–1769

- French and Indian War ends. (1763)
- Daniel Boone makes his first exploration west of the Appalachians, beginning in North Carolina. (1767)

- New York requires all physicians and surgeons to pass a test and be licensed to practice medicine. (1760)

☆ British Parliament passes the Stamp Act. It imposes a high tax on nearly all printed material, including newspapers, legal documents, and playing cards. (1765)

- Townshend Revenue Acts impose taxes on tea, lead, paper, glass, and paint imported into the colonies. This act is very unpopular among colonists. (1767)

- "Springfield Mountain" is the earliest American folk song recorded on paper. (1761)
- Printing of newspapers and books is common in all 13 colonies. (1763)

HISTORY

GOVERNMENT

ECONOMY

CULTURE

HISTORY

☆ Colonists disguised as Indians throw tea into Boston Harbor to protest the Tea Act of 1773. (1773)

- Daniel Boone blazes Wilderness Road through the Appalachian Mountains. (1775)
- Paul Revere rides on horseback warning colonists that British soldiers are on the way to Concord to destroy arms. (1775)

☆ Colonists and British soldiers fire the "shot heard round the world" at Concord and Lexington, starting the American Revolutionary War. (1775)

GOVERNMENT

☆ American Stamp Act Congress meets with representatives from nine colonies to coordinate colonial protests of the Stamp Act. The Congress adopts the Declaration of Rights and Grievances that claims colonists have the same rights as British citizens and that the Act is unconstitutional because colonies were not represented in Parliament. (1765)

- Stamp Act is repealed. (1766)

☆ First Continental Congress meets in Philadelphia with delegates from all colonies except Georgia. They send grievances to the King of England. (1774)

- The English Intolerable Acts punish colonists for the Boston Tea Party by closing Boston Harbor and denying colonists other rights. (1774)

ECONOMY

GEOGRAPHY

1750 - 1760

Land Claims about 1750

British *Spanish*

French *13 Colonies*

- The English Parliament repeals all Townshend taxes except the one on tea. British soldiers kill five colonists rioting against the tea tax. This is known as the Boston Massacre. (1770)

☆ The English Tea Act of 1773 helps the failing British East India Company and shows that England feels it has a right to tax the colonies. (1773)

CULTURE

- John Morgan starts the first medical school at the College of Philadelphia. (1765)
- St. Paul's Chapel is constructed; today it is the oldest church in New York. (1766)

- Charles Willson Peale completes a life-size portrait of George Washington. (1772)
- Philadelphia Museum is founded. (1773)
- "Yankee Doodle" becomes a popular song; first sung by British troops to make fun of Americans (Yankees), the song has become an expression of American patriotism. (1775)

☆ Liberty Bell is rung to declare the independence of the United States. (1776)

☆ Continental Congress approves flag with 13 stripes and 13 stars. (1777)

- General Lafayette from France and General von Steuben from Germany arrive to assist colonists. (1777)
- Washington's troops spend the winter at Valley Forge, Pennsylvania. (1777)
- Captain James Cook discovers Hawaiian Islands. (1778)

☆ Second Continental Congress meets after the Battle of Lexington and Concord. It organizes an army with George Washington as Commander-in-Chief; directs colonies to organize governments and write state constitutions; issues money; establishes a navy; and negotiates with foreign countries. (1775) The Continental Congress also adopts the Declaration of Independence (1776), establishes the first national government under The Articles of Confederation (1777).

- Thomas Paine's pamphlet, *Common Sense*, is published; in it, Paine urges an end to British rule. (1776)

1770–1779 continued

GEOGRAPHY

☆ The Declaration of Independence, written by Thomas Jefferson, announces that the colonies are an independent nation of united states. It states that all people are created equal and have certain basic rights and that the power of governments comes from the people. It also lists many British actions the colonists found to be oppressive. It is signed first by John Hancock, president of the Continental Congress, then later by 55 other leaders. (1776)

Disagreements Lead to Revolution

Over time, the American colonists' interests became different from Britain's interests. The colonists' lives, political beliefs, and economy became less and less "British." The colonists disagreed with Britain over many things: taxes, rights of colonists, how quickly to settle the frontier. Eventually, many colonists realized they had to form their own government. They listed their reasons in the Declaration of Independence. The government the colonists formed was influenced by the actions of the British government before the Revolution. Studying the events of the Revolution helps us understand why our government is the way it is.

1780–1789

HISTORY

☆ George Washington defeats Lord Cornwallis at Yorktown, Virginia, ending the Revolutionary War. (1781)

- Franciscan monks settle in Los Angeles. (1781)

GOVERNMENT

☆ Congress ratifies Articles of Confederation and Perpetual Union, forming the first government of the United States. (1781) Because of its faults (a weak central government and a Congress that must depend on states for funding and carrying out laws), it is dropped in 1789 in favor of the Constitution.

☆ Treaty of Paris between Britain and United States ends American Revolution; U.S. negotiators are John Adams, Benjamin Franklin, John Jay, and Henry Laurens. (1783)

ECONOMY

CULTURE

- *Elementary Spelling Book*, written by Noah Webster, sets rules for American spelling and is the text most American schoolchildren use to learn to read. (1783)
- *The Pennsylvania Evening Post* begins publication. (1783) It is the first newspaper to be published every day.
- First American edition of *Mother Goose* rhymes is published. (1785)

1780–1789 continued

HISTORY

- Independence of the United States is recognized by other nations. (1783)
- Farmers in debt lead Shays' Rebellion in Massachusetts to protest high state taxes and shortage of money. (1786)

GOVERNMENT

☆ Constitutional Convention is called to form a new government. George Washington is chosen to preside. The document the delegates write is the basis of our government today. The Constitution describes the structure of the government. The Preamble states the reasons a new constitution is needed, and the seven articles list the rights of the states and federal government, the duties of the three branches of the federal government, and the way the Constitution can be changed. (1787)

ECONOMY

CULTURE

- Regular stagecoach lines run between New York, Boston, and Philadelphia. (1785)
- In Philadelphia, C. W. Peale opens what is considered the first art gallery in the United States. (1786)

1780–1789 continued

- James Madison, Alexander Hamilton, and John Jay write a series of articles explaining and defending the new Constitution. The articles are collected in *The Federalist*. Americans such as George Mason and Patrick Henry fight ratification of the Constitution. (1787)

- Congress passes Ordinance of 1787 (Northwest Ordinance), which determines how territories become states and establishes elected legislatures in territories. This is the beginning of United States westward expansion to the Northwest Territory. This expansion is disputed by Great Britain. (1787)

☆ Constitution is ratified by nine states. A Bill of Rights is recommended by anti-Federalists. (1788)

- George Washington is elected president of the United States. (1789)
- The Constitution takes effect. (1789)
- John Jay becomes first chief justice of the Supreme Court. (1789)

A New Country—A New Government

After the Revolutionary War the United States needed a central government that would share powers with the states. The Constitution balanced powers between the states and federal government and within the federal government. The Bill of Rights listed some of the rights of individuals. However, not all the rights of citizens or duties of government were listed. The framers of the Constitution knew that a growing country needed a government that would grow along with it. The government has grown through amendments to the Constitution and laws enacted by Congress. The government that was set into motion by the Constitution has served our country well through two centuries of great change.

HISTORY

- Pennsylvania farmers protest tax on liquor in Whiskey Rebellion. (1794)
- George Washington's farewell address warns against involvement in foreign affairs. (1796)

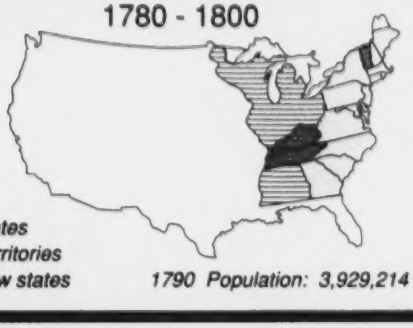
GOVERNMENT

- Frederick A.C. Muhlenberg is first speaker of the House of Representatives. (1789)
- Supporters of ratification of the Constitution form Federalist party. (1789)
- New York City becomes nation's first capital. (1789)
- Capital moves from New York City to Philadelphia. District of Columbia is approved by Congress as site of future national capital. (1790)
- ☆ First census is completed by the federal government. (1790)
- ☆ Bill of Rights (first ten amendments) is added to the Constitution. (1791)
- George Washington is elected to second presidential term. (1792)
- Democratic-Republican party is formed, led by Thomas Jefferson. (1792)

ECONOMY

- ☆ Eli Whitney invents the cotton gin, which removes seeds from cotton fibers. Because more cotton can be prepared for factories, cotton soon becomes the main crop in the South and the main export of the United States. (1793)

GEOGRAPHY



CULTURE

- Pierre Charles L'Enfant, engineer, plans design for Washington, D.C. After L'Enfant quits, his assistant, black mathematician and astronomer Benjamin Banneker, completes project from memory. (1791)
- James Hoban designs the White House. (1792)
- Robert B. Thomas founds *Farmer's Almanac*. (1792) It is still published today.

HISTORY

- Meriwether Lewis and William Clark explore land from Louisiana Territory west to the Pacific Coast of Oregon with the help of Sacajawea, an Indian woman of the Shoshone tribe. (1804–06)
- Zebulon Pike expedition explores Spanish territory of New Mexico and sights peak named for him—Pike's Peak. (1806–07)

GOVERNMENT

- John Adams is elected president. (1796)
- Congress passes Alien and Sedition Act: it takes 14 years to become a naturalized citizen, dangerous aliens can be arrested and deported, and political opposition is restricted. (1798)

- Congress creates Library of Congress, a national library that receives and stores copies of all printed works. (1800)
- Thomas Jefferson is elected president. (1800)
- Nation's capital is moved from Philadelphia to Washington, D.C. (1800)

☆ John Marshall is the fourth chief justice of the Supreme Court. (1801–35) He establishes the independence of the Supreme Court.

ECONOMY

- New England textile mills (cloth-making factories) use 500 bales of cotton a year. (1800)
- Robert Fulton's steamboat *Clermont* is launched on the Hudson River. Its speed improves trade. (1807)
- Seth Thomas and Eli Terry begin manufacturing large numbers of clocks with interchangeable parts. (1807) This invention helps later businesses start mass production.

CULTURE

- William Thornton begins designs for the United States Capitol building. (1793)
- Gilbert Stuart completes a bust (statue) of George Washington. A picture of it is now on the one dollar bill. (1795)

- John James Audubon arrives in the United States and begins bird studies. (1803)
- John Chapman, known as Johnny Appleseed, travels through Indiana, Ohio, and western Pennsylvania sowing apple seeds. He inspired many folk stories. (1805–45)

1800–1809 continued

HISTORY

GEOGRAPHY

GOVERNMENT

- Supreme Court's decision in *Marbury v. Madison* establishes judicial review of congressional actions. (1803)

☆ President Thomas Jefferson agrees to buy Louisiana Territory from France, doubling size of the United States. (1803)

- Thomas Jefferson is elected to a second term as president. (1804)
- Congress passes Embargo Act prohibiting trade with foreign countries to force Great Britain and France to stop interfering with U.S. trade. New England merchants oppose the act. (1807) The act is later repealed.
- James Madison is elected president. (1808)

☆ Congress prohibits bringing slaves from Africa. (1808)

ECONOMY

☆ Imports continue to be greater than exports as the young nation requires resources. Raw materials (such as cotton and tobacco) are the main export items. (1809)

CULTURE

Westward Ho!

During the1800s, the United States grew in size, population, technology, and business. Settlers, including freed slaves, streamed into the vast frontier while immigrants filled cities and farms. Many inventions in the 1800s, such as improved farm equipment, aided the westward movement. New railroad lines allowed people and machinery to travel great distances. Most Americans believed the United States should expand from the Atlantic to the Pacific Ocean. Little concern was expressed for the Indians who were forced to leave their lands and live on reservations.

HISTORY

- Cumberland Road is begun in 1811. By 1833 it stretches from Cumberland, Maryland, to St. Louis, Missouri. (1811–33)
- ☆ War of 1812 breaks out. Reasons include the British navy forcing U.S. sailors into service, British interference with U.S. shipping and trade, and American movement onto frontier lands claimed by Britain. (1812–15)
- White House and Capitol are captured and burned by British. (1814)

- The Erie Canal, running between the Hudson River and Lake Erie, opens. It is an important shipping link between the Atlantic Ocean and the Great Lakes. (1825)
- Cars on Baltimore and Ohio Railroad are pulled by horses. (1828)

GOVERNMENT

- Henry Clay is Speaker of the House of Representatives for the Twelfth through the Sixteenth and the Eighteenth Congresses. (1811–25)
- James Monroe is elected president. (1816)
- United States acquires Florida from Spain. (1819)
- Supreme Court decision in *McCulloch v. Maryland* upholds the right of Congress to create the Bank of the United States. (1819)

- ☆ Missouri Compromise passes, setting a north/south dividing line for free and slave states as new territories. (1820)
- ☆ President Monroe issues Monroe Doctrine, proclaiming that the New World is closed to further European colonization. (1823)

ECONOMY

- New England textile mills are processing 90,000 bales of cotton a year. (1815)
- Country's chief imports are finished woolen and cotton items, sugar, and coffee. Chief export is cotton. (1815)

- In Massachusetts, cotton mills begin using water-powered machinery. Production increases. (1822)
- ☆ Weavers' strike at Pawtucket, Rhode Island, is first recorded strike by women. (1824)

CULTURE

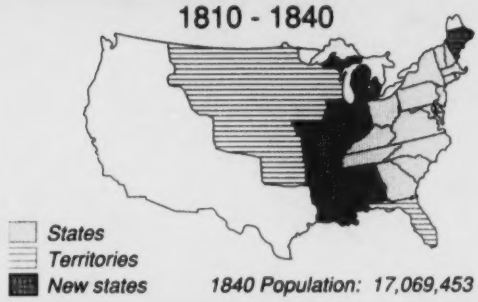
- Francis Scott Key writes the poem "The Star-Spangled Banner." (1814)
- John W. Jarvis paints the famous oil portrait *Andrew Jackson*. (1819)

- Washington Irving writes a collection of books that includes the tales "Rip Van Winkle" and "The Legend of Sleepy Hollow." (1820)
- Sequoyah develops an alphabet for the Cherokee language. A newspaper and parts of the Bible are written in Cherokee. (1821)
- Clement C. Moore writes the ballad "T'was the Night Before Christmas." (1822)

1820–1829 continued

HISTORY

GEOGRAPHY



GOVERNMENT

- Supreme Court decision establishes authority of national government to control trade between states. (1824)
- John Quincy Adams is chosen as president by the House of Representatives in a very close race against Andrew Jackson. (1824)
- Andrew Jackson is elected president. (1828)
- Democratic party is formed. (1828)
- President Andrew Jackson expands powers of the presidency. (1829)

ECONOMY

- Samuel Morey patents internal combustion engine. (1826)
- First recorded strike of textile factory workers occurs in Paterson, New Jersey. Workers strike for a ten–hour workday. The strike fails. (1828)

CULTURE

- James Fenimore Cooper writes *The Pioneer,* his first book of *The Leatherstocking Tales.* (1823) His second and most popular of the five Leatherstocking stories, *The Last of the Mohicans,* is published in 1826.
- Noah Webster publishes the *American Dictionary of the English Language.* (1828)

1830–1839

- The American Antislavery Society (abolitionists) is founded by William Lloyd Garrison. (1833)
- Texas wins independence from Mexico at the Battle of San Jacinto. (1836) Texas is an independent nation until 1845.
- Slaves begin to escape to the north on a route called the Underground Railroad. (1838)

- James K. Polk is Speaker of the House. He is the only speaker who becomes president. (1835–39)
- Martin Van Buren is elected president. (1836)
- Choctaw, Chickasaw, Cherokee, Creek, and Seminole Indians are forced by the U.S. government to move from Georgia to Indian Territory (Oklahoma). Thousands die along route known as the Trail of Tears. (1838)

☆ Cyrus McCormick invents the reaper, a machine used to harvest wheat. (1831)

- Economic depression (a "Panic") occurs as many banks and businesses fail and thousands are unemployed. (1837)

- *Poems,* by Edgar Allan Poe, is published. (1831)
- George Catlin paints portraits of American Indians. His paintings give us an early record of Indian life. (1832)
- Abner Doubleday lays out the first baseball field and conducts the first game. (1839)

1840–1849

☆ Wagon trains take six months on the 2,000-mile Oregon Trail from Missouri to Oregon. (1841)

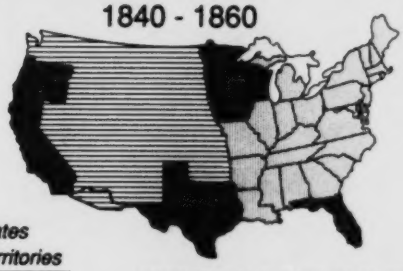
☆ After adding Texas to the Union, the United States enters into war with Mexico. (1846)

- Elizabeth Cady Stanton and Susan B. Anthony organize first Women's Rights Convention. (1848)
- Mexican War ends. New Mexico and California are transferred to the United States for $15 million. (1848)

☆ Order by the president establishes a ten-hour workday for federal employees. (1840)

- William H. Harrison, elected president, dies one month after taking office. John Tyler becomes first to succeed to presidency from vice-presidency. (1841)
- James K. Polk is elected president. (1844)
- Zachary Taylor is elected president. (1848)

GEOGRAPHY



☆ For the first time, U.S. women receive university degrees. (1841)

- New York Philharmonic is founded. It is the first symphony orchestra in America. (1842)
- Smithsonian Institution is established. Today it includes many important national museums and art galleries. (1846)

HISTORY

GOVERNMENT

ECONOMY

CULTURE

War between the States

The causes of the Civil War began early in American history. As the economies and populations of the North and South grew, people in the two regions no longer shared the same interests. For instance, slavery was important to the economy of the South but not to the North. Northerners wanted a strong federal government; Southerners did not. These and other differences led to war. Nearly every family in the country was affected by the Civil War. Six hundred thousand people died, and many more were wounded or left homeless. Life was especially hard for the freed slaves. The political rights blacks had gained from the war were greatly restricted by southern whites.

HISTORY

GOVERNMENT

- Vice President Millard Fillmore succeeds President Zachary Taylor upon his death. (1850)
- Franklin Pierce is elected president. (1852)
- ☆ Congress passes Kansas–Nebraska Act, which applies principle of popular sovereignty to Kansas and Nebraska. Violent disagreements arise between pro- and anti-slavery forces. (1854)
- Republican party is formed. (1854)

ECONOMY

- ☆ In Massachusetts children under age 12 are limited to a ten-hour workday. (1842)
- One of the earliest labor organizations, the Industrial Congress of the United States, is formed in New York. (1845)
- John Deere invents a plow made of steel. (1847)
- Pacific Railroad Company is founded. It is the first railroad west of the Mississippi River. (1849)
- California gold rush begins. (1849)
- Isaac Singer invents the sewing machine. (1851)
- Baltimore and Ohio Railroad is completed to the Ohio River. (1853)
- Macy's Department Store opens in New York City. (1858)

CULTURE

- Stephen Foster's song "Oh! Susanna" becomes popular. (1848) His other popular songs include "Camptown Races" and "My Old Kentucky Home."
- Henry David Thoreau writes his essay "Civil Disobedience." (1849) It later influences civil rights leaders such as Gandhi of India and Dr. Martin Luther King, Jr., of Georgia.
- The art of making jewelry and other objects from silver is introduced to the Navajos by the Spanish. It soon becomes a major art form. (1850)
- Herman Melville writes the novel *Moby Dick*. (1851)
- Harriet Beecher Stowe's novel, *Uncle Tom's Cabin*, convinces many people that slavery is wrong. (1852)

1860–1869

HISTORY

- Pony Express provides mail service from St. Joseph, Missouri, to Sacramento, California. The 2,000-mile trip takes relay riders eight days. (1860–61)
- ☆ Seven southern states leave the Union and form the Confederate States of America after Abraham Lincoln is elected president. (1860)
- ☆ Shots are fired by Confederate forces at Fort Sumter, South Carolina, starting the Civil War. Four more southern states join the Confederacy. (1861)

GOVERNMENT

- James Buchanan is elected president. (1856)
- Supreme Court hands down Dred Scott decision, which says that slaves and their descendants have no rights as citizens and declares the Missouri Compromise unconstitutional. (1857)

- Abraham Lincoln is elected president. (1860)
- First federal income tax starts. (1861) It is later declared unconstitutional.
- Congress passes Homestead Act, giving public land in the Midwest and West to settlers. (1862)
- ☆ Abraham Lincoln issues the Emancipation Proclamation, which frees slaves in the Confederacy. (1863)
- ☆ Thirteenth Amendment, which abolishes slavery, is ratified. (1865)

ECONOMY

- Cotton production decreases in the South while Northern shipping slows as the Civil War drags on. The South suffers great economic losses as its agricultural economy is almost destroyed by the war. (1861–65)
- World's first transcontinental railroad is completed across the United States. (1869)

CULTURE

- Under the leadership of Horace Mann, a politician and educator, public schooling is required in Massachusetts. (1852)
- Walt Whitman, a poet, publishes *Leaves of Grass*. It is about each person's freedom and the benefits of living in a democracy. (1855)
- Currier and Ives' color pictures appear in newspapers and magazines. (1857)

- Henry Wadsworth Longfellow creates American legends in his poems "The Courtship of Miles Standish" (1858) and "Paul Revere's Ride." (1861)
- Mathew B. Brady begins a photographic record of the Civil War. (1861)
- Julia Ward Howe writes "Battle Hymn of the Republic." (1861)
- The New England Conservatory of Music is founded in Boston. (1867)

1870–1879

HISTORY

- President Lincoln delivers the Gettysburg Address. (1863)
- ☆ Civil War ends when General Robert E. Lee surrenders to General Ulysses S. Grant at Appomattox, Virginia. (1865)
- Former Confederate officers form the Ku Klux Klan to terrorize freed blacks. (1866)
- First national Black Labor Convention meets. (1869)
- First national Women's Suffrage Convention meets. (1869)

- Great Chicago fire occurs, destroying the heart of the city. (1870)
- ☆ Susan B. Anthony, a leader of the women's suffrage (voting) movement, is arrested for trying to vote. (1872)
- Yellowstone National Park, the nation's first park, is dedicated. (1872)
- General George Armstrong Custer and troops are defeated by Sioux Indians at the Battle of the Little Bighorn. (1876)

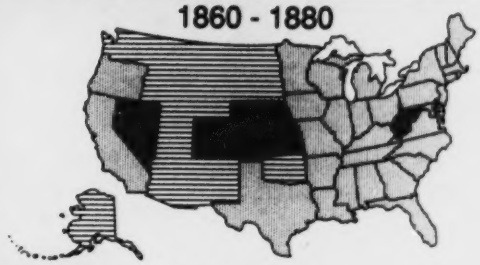
GOVERNMENT

- President Lincoln, re-elected in 1864, is assassinated; Vice President Andrew Johnson becomes president. (1865)
- Alaska is purchased from Russia. (1867)
- ☆ Fourteenth Amendment grants citizenship to former slaves. (1868)
- Ulysses S. Grant is elected president. (1868)
- ☆ Congress sets an eight-hour workday for federal employees. (1868)
- ☆ Wyoming Territory grants women suffrage (right to vote). (1869)

- ☆ Fifteenth Amendment, which gives black males the right to vote, is ratified. (1870)
- Hiram Revels is the first black elected to the U.S. Senate. (1870)
- Rutherford B. Hayes is elected president. (1876)

GEOGRAPHY

1860 - 1880



States Territories
New states 1880 Population: 50,155,783

ECONOMY

- Montgomery Ward & Company opens the first mail-order house. (1872)
- Railroad construction stops, people are out of work, and many banks and businesses close during Panic of 1873. (1873)
- ☆ First general railroad strike in the country occurs. Strikers protest the lowering of wages. (1877)
- Thomas Edison invents the incandescent lamp (light bulb), which leads to the electrical lighting of homes and businesses. (1879)

CULTURE

- Louisa May Alcott writes *Little Women*. It portrays New England family life at the time of the Civil War. (1868)
- Thomas Nast's political cartoons begin to appear in the magazine *Harper's Weekly*. (1869) Nast also draws the symbols of the elephant and donkey still used today to stand for the Republican and Democratic parties.

- Alexander Graham Bell patents the telephone. (1876–77)
- Thomas Edison patents the record player. (1878)

HISTORY

- Clara Barton founds American Red Cross. (1881)
- Brooklyn Bridge, world's first steel-wire suspension bridge, opens. (1883)

☆ The Statue of Liberty, a gift to the United States from France, is dedicated. (1886)

GOVERNMENT

- President James Garfield, elected in 1880, is assassinated; Vice President Chester A. Arthur becomes president. (1881)
- Congress passes a Reapportionment Act to increase the number of members in the House of Representatives. (1882)
- Chinese Exclusion Act keeps Chinese workers from entering country for ten years. (1882)

- Grover Cleveland is elected president. (1884)

☆ Congress passes Interstate Commerce Act, the first important federal law to make rules for big business. (1887)

- Benjamin Harrison is elected president. He receives fewer popular votes than Grover Cleveland but has more electoral college votes. (1888)

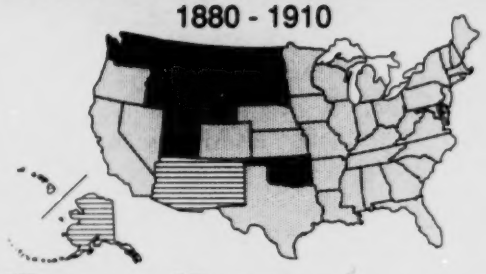
ECONOMY

☆ Exports are greater than imports. Cotton is the chief export. Chief import is sugar. (1880)

- Westinghouse Electric Company builds America's first profitable electric power plant in Buffalo, New York. (1886)
- Workers found the American Federation of Labor. (1886)

GEOGRAPHY

1880 - 1910



CULTURE

- Helen Hunt Jackson publishes *A Century of Dishonor,* a book about the mistreatment of American Indians. (1881)
- *Life* magazine is founded. (1883)
- Mark Twain (Samuel Clemens) writes *The Adventures of Huckleberry Finn* (1884) and *The Adventures of Tom Sawyer.* (1876)

- George Eastman introduces roll film and the box camera. Photography becomes popular. (1888)

☆ The first movie in America, *Fred Ott's Sneeze*, is made. (1889)

HISTORY

- Former slave George Washington Carver begins his scientific research at Tuskeegee Institute. He discovers hundreds of uses for peanuts, soy beans, and sweet potatoes. (1896)

☆ United States achieves new international power by acquiring Puerto Rico, Guam, and Philippine Islands following Spanish-American War. (1898)

GOVERNMENT

☆ Congress passes the Sherman Antitrust Act making government rules for competition among businesses. (1890)

- Grover Cleveland is elected president. (1892)
- William McKinley is elected president. (1896)
- The Supreme Court decides in *Plessy v. Ferguson* that "separate but equal" facilities do not violate rights of blacks. (1896)
- United States adds the Hawaiian Islands. (1898)

ECONOMY

☆ Almost 23,000 children work in factories in the South. Child labor is also common in the North. (1890)

- During financial panic, more than 600 banks, many railroad companies, and 15,000 businesses fail. More people lose their jobs, and there are more labor strikes. (1893)

CULTURE

- *Poems of Emily Dickinson* is published after Dickinson's death. She is one of the greatest American poets. (1890)

☆ Jacob Riis publishes *How the Other Half Lives*, telling of life in the slums. (1890) It influences government to help make life better for people in the slums.

- Louis Sullivan creates the best examples of early skyscrapers. (1890)
- James Naismith invents the game of basketball. (1891)

Becoming a Modern Nation

During the late 1800s and early 1900s the United States matured as a nation. The country changed from being mostly rural (living on farms) to mostly urban (living in cities). The fast growth of cities created problems: unsafe housing, unsafe foods, homelessness, divorce, crime, and alcohol abuse. Workers began to demand better working conditions. The role of the federal government changed in response to these urban and labor problems. The government began passing laws to protect workers, consumers, and the environment by exercising more control over businesses. Many of these reforms still affect our lives today.

- Eugene Debs, a labor leader, is jailed for striking against the company railroad. (1894)
- Sears, Roebuck and Company opens a mail-order business. (1895)

- Katharine Lee Bates writes the words to "America the Beautiful." (1893)
- Frederic Remington, a painter, publishes a book illustrating how people live and work in the American West. (1895)
- First professional football game is played. (1895)

1900–1909 continued

HISTORY

☆ Orville and Wilbur Wright make first flights of a power-driven airplane at Kitty Hawk, North Carolina. (1903)

- San Francisco earthquake occurs. (1906)
- W. E. B. Du Bois founds the National Association for the Advancement of Colored People (NAACP). (1910)

GOVERNMENT

- President McKinley is assassinated; Vice President Theodore Roosevelt becomes president. (1901)

☆ President Roosevelt changes the Monroe Doctrine to keep European countries from getting involved in Latin America. (1904)

- Congress passes Pure Food and Drug Act and Meat Inspection Act. (1906)
- William Howard Taft is elected president. (1908)

ECONOMY

- A very significant U.S. oil discovery is made in Texas. (1901)

☆ About 150,000 coal miners strike in Pennsylvania for higher wages. President Roosevelt appoints a commission to settle the strike. (1902)

- Stock market falls and begins a financial panic. Many banks close. This leads to attempts to change the banking system. Congress studies money and the banking system. (1907)
- Henry Ford begins manufacturing the Model T car. Over 15 million cars are sold. (1908–28)

CULTURE

- *The Wonderful Wizard of Oz* is published by L. Frank Baum. (1900)
- Ragtime jazz is popular. (1901)
- Jack London writes the novel *The Call of the Wild* about a sled dog in the Alaskan wilds. (1903)

- Edward Stratemeyer publishes children's book series, including *The Bobbsey Twins, The Hardy Boys,* and *Nancy Drew.* (1906)
- Upton Sinclair publishes *The Jungle,* the story of the unclean Chicago stockyards. It helps build support for the Pure Food and Drug Act. (1906)
- Boy Scouts of America is founded. (1907)

HISTORY

☆ After repeated attacks by German submarines on U.S. ships, the United States enters World War I on the side of the Allies (France, Britain, and Russia). (1917–19)

GOVERNMENT

- Woodrow Wilson is elected president. (1912)

☆ Congress passes an eight-hour workday law for employees under federal contract. (1912)

☆ Sixteenth Amendment begins a federal income tax. (1913)

☆ Congress passes Clayton Antitrust Act. It says that labor unions are legal and human labor cannot be sold or traded by an employer. (1914)

- In South Carolina, a law requires children to be at least 14 (instead of 12) to work in mills, factories, and mines. (1916)
- Associate Justice Louis D. Brandeis becomes first Jewish person appointed to Supreme Court. (1916)
- Jeanette Rankin of Montana becomes first woman elected to Congress. (1917)
- Prohibition begins when the Eighteenth Amendment outlaws alcoholic beverages. (1919)

ECONOMY

- Ford Motor Company sets up first moving assembly line and soon produces 1,000 Model T cars a day. (1913)
- World War I leads to increased factory and farm production. (1917–18)

The Jazz Age

Many Americans did not want to get involved in World War I. They felt the war was a European problem. Only after German submarines sank American ships did the country go to war. Because so many men went into the military, women began to take jobs outside the home. After the war, America tried to avoid future foreign problems by not taking sides with or against other nations.

Business grew greatly after World War I. Most people enjoyed new wealth. Called the Jazz Age, the 1920s were exciting times. Many people, especially young women, led new lifestyles very different from those of their parents.

CULTURE

- Girl Scouts of America is founded. (1912)
- Universal Picture Company is founded as the film industry begins. (1912)
- *Birth of a Nation*, a movie, tells about the South during Reconstruction. It arouses protest from liberals for its sympathetic treatment of the Ku Klux Klan. (1915)
- Norman Rockwell begins to draw cover pictures for *The Saturday Evening Post*. (1916)

GEOGRAPHY

HISTORY

- Schoolteacher John Scopes is tried and found guilty of teaching evolution, rather than divine creation as required by Tennessee law. His trial is known as the Scopes Monkey Trial. (1925)
- Charles Lindbergh flies solo across the Atlantic. (1927)
- League of United Latin American Citizens (LULAC) is formed in Texas to help Mexicans adjust to American society. (1928)

GOVERNMENT

- Warren G. Harding is elected president. (1920)

☆ Nineteenth Amendment, which grants women the right to vote, is ratified. (1920)

- Congress grants citizenship to American Indians. (1924)
- President Harding dies; Vice President Calvin Coolidge becomes president. (1925)
- Nellie Tayloe Ross of Wyoming becomes the first woman governor. (1925)
- Herbert Hoover is elected president. (1928)
- Federal Farm Board is set up to control farm prices. (1929)

ECONOMY

☆ Major products the United States sells to other countries (exports) are oil, coal, cotton, grains, fruits, meats, iron and steel, lumber, electrical machinery, and farm machinery. (1920)

- Federal census indicates that the majority of Americans live in urban areas and not on farms. (1920)
- U.S. economy grows, and most Americans enjoy prosperity. Automobile manufacturing and electrical industries increase production. Farmers, though, suffer hard times throughout the 1920s. (1925)

☆ Stock market collapses, beginning economic decline known as the Great Depression. (1929)

CULTURE

- Black musicians become popular among white audiences, influencing later music such as jazz and rock 'n roll. (1920s)
- Silent films (movies without sound) are popular. (1920s)
- *Time* magazine is begun. (1923)
- F. Scott Fitzgerald writes *The Great Gatsby*, a story of the Jazz Age. He nicknames young women from the 1920s "flappers." (1925)
- Carl Sandburg, American writer, publishes his first volume of Lincoln's biography. (1926)
- *The Jazz Singer*, the first movie with sound (known as a "talkie") is shown. (1927)

☆ Walt Disney creates Mickey Mouse. (1928)

HISTORY

From Depression to War

The economic boom of the 1920s ended with the stock market crash. Almost overnight, millions of Americans lost their jobs and their life savings. Bread lines to feed hungry people became common sights in every American city. The government responded by providing jobs and other help for the needy and by putting more controls on banks.

It wasn't until World War II that the country lifted itself out of the Depression. As in World War I, many women entered the work force. Unlike World War I, after the second World War, America spread its political, military, and economic influence throughout the world.

- Amelia Earhart is the first woman to fly solo across Atlantic Ocean. (1932)
- Because of the Depression, 2000 rural schools do not open for the school year. (1933)
- Golden Gate Bridge opens in San Francisco. (1937)
- World War II begins in Europe. (1939)

GOVERNMENT

- Franklin D. Roosevelt is elected president. (1932)

☆ President Roosevelt proposes New Deal legislation program to help the country out of the Great Depression. (1933-41)

- Frances Perkins, secretary of labor, becomes first woman in cabinet. (1933)

☆ Social Security Act provides retirement income for older Americans. (1935)

☆ Congress passes law limiting the number of hours in a workweek, the minimum wage, and forbidding child labor. (1938)

ECONOMY

☆ The Great Depression reaches its worst point. Over 16 million people (25% of the labor force) are out of work, and nearly 3,000 banks fail in two years. (1933)

- Federal Deposit Insurance Corporation (FDIC) is set up to help control the banking industry's losses. (1933)
- Works Progress Administration provides jobs by creating public projects, such as building public parks and buildings. (1935)
- The Congress of Industrial Organizations is organized to help small labor unions. (1935)

CULTURE

- The Big Band songs blend black jazz rhythms with melodies European immigrants brought to America. (1930–49)
- Sinclair Lewis becomes the first American author to win the Nobel Prize in literature. (1930)
- Margaret Mitchell publishes her only book, *Gone With the Wind*. The novel is about the Civil War. (1936)
- Walt Disney produces *Snow White and the Seven Dwarfs*. (1937)
- John Steinbeck publishes *The Grapes of Wrath* about Depression-era farmers. (1939)
- People believe Orson Welles's radio program "War of the Worlds" is a real report of an invasion from Mars. It is broadcast on Halloween. (1939)

1940–1949

☆ Japanese bomb Pearl Harbor, bringing United States into World War II. (1941)

- Germany and Italy declare war on the United States. (1941)
- Rationing (controlling the sale) of food and materials needed for war begins. Rationed items include: coffee, sugar, butter, meat, cheese, canned goods, fuel oil, gasoline, tires, and shoes. (1942–45)

1940–1949 continued

- After Allied victories in Europe, Germany surrenders on May 7, V-E (Victory in Europe) Day. (1945)
- United States drops atomic bombs on Hiroshima (August 6) and Nagasaki (August 9), Japan; Japan surrenders on August 14, V-J (Victory in Japan) Day. (1945)

HISTORY

- President Franklin Roosevelt becomes the only president elected to a third term (1940) and a fourth term (1944).
- During World War II, tens of thousands of Japanese-American citizens are held in camps throughout the country by the U.S. government. (1942)
- Congress passes G.I. Bill to help veterans with education and jobs. (1944)
- Senate ratifies United Nations Charter. (1945)

- President Roosevelt dies; Vice President Harry S. Truman becomes president (1945) and is elected in 1948.
- President Truman issues Truman Doctrine to block the spread of communism. (1947)
- President Truman issues an order to desegregate the armed forces and end discrimination in federal jobs. (1948)
- Congress passes the Marshall Plan, an economic program to help rebuild European nations. (1948)

GOVERNMENT

- Factories turn out items needed for war. Business booms, and many women start to work outside the home. (1942)
- First electronic computer is developed. (1946)

- Transistor is invented, replacing the vacuum tube and leading to better radios, televisions, and electrical products. (1947)

ECONOMY

- Popular radio shows include "The Shadow," "The Jack Benny Show," and "The Adventures of Ozzie and Harriet." (1940s)
- Richard Wright, black author, publishes *Native Son*, a novel of the bad conditions for blacks in America. (1940)
- First commercial television broadcasts begin. (1941)

- Aaron Copland writes ballet music "Appalachian Spring." (1944)
- The Voice of America radio show begins broadcasting. (1947)
- James Michener publishes *Tales of the South Pacific*, one of his many books about regions of the country and world. (1947)
- Jackie Robinson becomes first black major league baseball player. (1947)

CULTURE

HISTORY

☆ United States enters Korean War in a United Nations "police action" intended to stop spread of communism. (1950–53)

- United States explodes first hydrogen bomb. (1952)
- Dr. Jonas Salk begins vaccinating children against polio. (1954)

☆ Rosa Parks, a black woman, refuses to give up her bus seat to a white man. This event sparks the beginning of the civil rights movement. (1955)

- Dr. Martin Luther King, Jr., organizes nonviolent boycott to stop racial segregation. (1955)
- Construction of interstate highway system is begun. (1956)
- Soviets launch Sputnik I and II, first artificial earth satellites. (1957)

GOVERNMENT

☆ Senator Joseph McCarthy claims there are communists in the U.S. government. Fear of communism leads to employment "blacklisting" (boycotting) of suspected communists. McCarthy's actions are later condemned by the U.S. Senate. (1950–54)

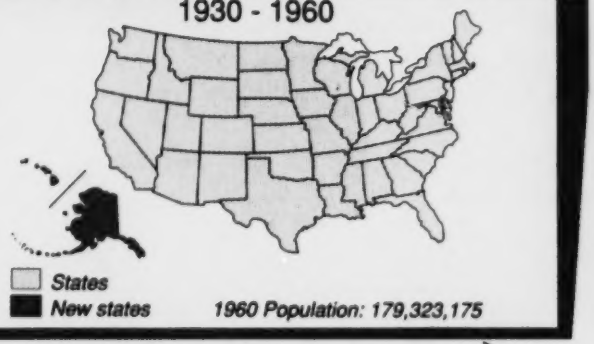
- Former General Dwight D. Eisenhower is elected president. (1952)

- In *Brown v. Board of Education of Topeka*, the Supreme Court rules that racial separation in public schools is against the Fourteenth Amendment. (1954)
- President Eisenhower sends troops to Little Rock, Arkansas, to enforce school desegregation. (1957)
- President signs a civil rights bill to protect the voting rights of blacks. (1957)

ECONOMY

- The number of women in jobs outside the home is higher than at any time in history, including World War II. (1951)
- The American Federation of Labor and the Congress of Industrial Organizations unite to form the AFL-CIO. (1955)
- First commercial nuclear power plant opens. (1957)
- St. Lawrence Seaway, largest inland waterway, opens the Great Lakes to the Atlantic Ocean for large ships. (1959)

GEOGRAPHY



CULTURE

- U.S. sports media selects Native American Jim Thorpe as greatest athlete of first half of twentieth century. (1950)
- Television becomes popular. It soon replaces radio as America's favorite entertainment. (1952)
- James Baldwin, black author, publishes *Go Tell It On the Mountain*, a book about his own life. (1953)

- Ernest Hemingway writes *The Old Man and the Sea*. (1952) Other works include *The Sun Also Rises* (1926) and *For Whom the Bell Tolls* (1940).

☆ Bill Haley and the Comets record "Rock Around the Clock" and start rock n' roll craze. (1955) Elvis ("the Pelvis") Presley becomes biggest rock star of the 1950s with hits such as "Heartbreak Hotel," "Don't Be Cruel," and "Love Me Tender."

HISTORY

- Alan Shepard makes first U.S. space flight. (1961)
- John Glenn orbits earth in Mercury space capsule. (1962)
- Major cold war showdown between the United States and the Soviet Union, the Cuban Missile Crisis, occurs. (1962)
- Cesar Chavez, national leader of Chicano movement, forms National Farmworkers Association (a union). (1962)

☆ Dr. Martin Luther King, Jr., leads 200,000 demonstrators in the "March on Washington" and delivers his "I Have a Dream" speech. (1963)

☆ Demonstrations are held to protest Americans being involved in the Vietnam War. (1965–73)

- National Organization for Women (NOW) is founded. (1966)

☆ Martin Luther King, Jr., and Robert F. Kennedy are assassinated. (1968)

GOVERNMENT

- John F. Kennedy is elected president, becoming the first Roman Catholic to hold this office. (1960)
- President Kennedy is assassinated; Vice President Lyndon B. Johnson becomes president. (1963)
- President Johnson's Great Society programs increase government spending on health, food, and programs for poor people. (1964)

☆ Congress passes Civil Rights Act, prohibiting discrimination in public places such as hotels and restaurants. (1964)

☆ President Johnson sends U.S. combat troops to Vietnam in massive increase of U.S. involvement in Vietnam War. (1964)

☆ Voting Rights Act passes, giving the federal government the power to stop unequal treatment of black voters. (1965)

ECONOMY

- American auto companies begin to make compact cars to compete with the many small cars sold by foreign companies in the United States. (1960)
- Employers change hiring practices to end racial discrimination. (1964)

CULTURE

Harper Lee publishes *To Kill a Mockingbird,* a book about blacks and whites in the South. It wins a Pulitzer Prize. (1960)

Pete Seeger, folk singer, composes "Where Have All the Flowers Gone." (1961)

☆ Bob Dylan's "Blowing in the Wind" is the first song of the folk-rock movement. It talks about the social concerns of young people. (1962)

- Johnny Carson begins as host of the "Tonight Show." (1962)
- Popular TV shows include: "Leave It to Beaver," and "The Dick Van Dyke Show." (1963)
- British invasion starts as rock groups from England such as The Who, The Rolling Stones, and The Beatles dominate the pop charts. (1964)

1960–1969 continued

HISTORY

- U.S. astronauts Neil Armstrong and Buzz Aldrin walk on the moon. (1969)

GOVERNMENT

- Robert C. Weaver is appointed secretary of new Department of Housing and Urban Development. He is the first black cabinet officer. (1966)
- Supreme Court rules in *Miranda v. Arizona* that police must inform people accused of crimes of their constitutional rights. (1966)
- Thurgood Marshall becomes the first black justice of the Supreme Court. (1967)
- Supreme Court rules that juveniles are entitled to many of the same rights in the courts as adults. (1967)
- Richard M. Nixon is elected president. (1968)
- Shirley Chisholm becomes first black woman elected to Congress. (1968)

ECONOMY

Cold War Years

The period after World War II was one of good times for Americans. People became wealthier and the United States became the most powerful country in the world. It was also a time of economic and political rivalry between the United States and the Soviet Union, known as the cold war. The cold war led to the "arms race" and the "space race." Fear of communism led us into two wars, Korea and Vietnam.

During the 1960s demonstrations were used to draw attention to issues such as the civil rights movement, poverty, and anti-Vietnam War feelings.

CULTURE

- Color television becomes popular; there are more than five million color television sets in the United States. (1965)
- A large "counterculture" develops as thousands of young people explore different lifestyles. (1960s)
- Classification of movies as G, PG, R, or X begins. (1968)
- Some 300,000 young people attend Woodstock, an outdoor music festival in New York. (1969)

HISTORY

☆ Four student protestors against Vietnam War are killed by National Guard at Kent State University in Ohio. (1970)

☆ A break-in at Democratic National Headquarters in the Watergate office complex, Washington, D.C., begins Watergate scandal. (1972)

- American combat troops are withdrawn from Vietnam. (1973)

☆ Vietnam War ends as victorious North Vietnamese and Viet Cong troops capture Saigon. (1975)

- Space achievements include Skylab (1973–74), Apollo/Soyuz (1975), and first flight of space shuttle Enterprise. (1979)

☆ U.S. celebrates Bicentennial, its 200-year anniversary. (1976)

- The nation's most serious nuclear accident occurs at Three Mile Island nuclear power plant in Pennsylvania. (1979)

GOVERNMENT

- Environmental Protection Agency is founded to clean up and protect the country's land, air, and water. (1970)

☆ Twenty-sixth Amendment lowers voting age to 18. (1971)

- Richard Nixon is elected to a second term. (1972)
- Number of black elected officials in the United States rises from 370 to 2,991 in city and county elections. (1972)

- Vice President Spiro T. Agnew resigns. (1973)
- President Nixon selects Gerald R. Ford as vice president. He is first vice president to enter office under the Twenty-fifth Amendment. (1973)

ECONOMY

- United States imports more foreign oil to keep up with consumer demand. (1970)
- Arab countries temporarily stop selling oil to the United States. The price of oil goes up greatly and adds to inflation. (1973)

- Shortage of oil forces Americans to conserve their energy resources. (1977)
- U.S. annual inflation rate hits 13.3%, the highest in 33 years. (1979)

CULTURE

☆ "Sesame Street," a children's public television show, begins. (1970)

- Robert Altman directs the popular movie *M*A*S*H.* (1970)
- "Doonesbury," a comic strip that criticizes politicians, begins. (1970)
- Gloria Steinem founds *Ms.* magazine. (1972)

- Computers for home use become popular. (1976)
- TV drama *Roots*, a black family's story from slavery to modern times, breaks records for size of audience. (1977)

HISTORY

- Thousands of refugees escape cruel treatment in Southeast Asia. Many settle in the United States. (1979)

☆ Iran holds 52 Americans hostage after students take over U.S. embassy in Tehran. (1979–81)

- President Reagan is shot in an assassination attempt. (1981)
- U.S. invades Grenada to protect U.S citizens after bloody coup by pro-Cuban Marxists. (1981)
- Sally Ride is America's first woman astronaut. (1983)

GOVERNMENT

- Charges of illegal actions, known as the Watergate scandal, are brought against President Nixon. Congress begins the impeachment process. Nixon becomes first president to resign. (1974)
- Vice President Gerald R. Ford becomes first president to be appointed to office. (1974)
- Jimmy Carter is elected president. (1976)

- Congress makes March Women's History Month. (1980)
- Ronald Reagan is elected president. (1980)
- Associate Justice Sandra Day O'Connor becomes first woman appointed to Supreme Court. (1981)

☆ Not enough states support the Equal Rights Amendment; ratification deadline passes. (1982)

ECONOMY

☆ President Reagan experiments with supply-side economics ("Reaganomics"), cutting taxes on businesses to help production and growth. (1980)

- U.S. leading imports include petroleum, automobiles, iron, electronics, stereos, and TVs. U.S. leading exports include automobiles, aircraft, industrial machinery, electronic machinery, computers, corn, and wheat. (1981)

GEOGRAPHY

United States Population

1970	204,879,000
1980	226,548,000
1990	250,000,000 estimated
2000	268,000,000 estimated

CULTURE

- Vietnam War memorial, designed by Maya Ying Lin, is dedicated in Washington, D.C. (1982)
- The year's top Christmas gift for children is the Cabbage Patch Doll. (1983)

1980–1989 continued

HISTORY

- Lt. Colonel Guion Bluford becomes first black astronaut in space. (1983)
- Geraldine Ferraro is first woman vice-presidential candidate. (1984)
- U.S. embassy in Beirut, Lebanon, is bombed, killing 23. (1984)
- Space shuttle Challenger explodes. (1986)
- First treaty to reduce nuclear arsenals signed with Soviet Union. (1987)
- U.S. government agrees to pay back Japanese-Americans who were held in camps during World War II. (1988)
- Exxon Valdez oil spill in Prince William Sound (Alaska) sparks renewed interest in environmental clean-up. (1989)

GOVERNMENT

- The first black mayor of Chicago, Harold Washington, is elected. (1983)
- Ronald Reagan is re-elected president. (1984)
- Congress passes revised tax code, the first revision in 40 years. (1986)
- Dr. Lauro Cavazos, secretary of education, becomes first Hispanic cabinet member. (1988)
- George Bush is elected president. (1988)
- Ileana Ros-Lehtinen of Florida becomes first Cuban-American elected to Congress. (1989)

ECONOMY

- The three big automobile makers set new record in sales. The foreign trade deficit hits a new record high. (1984)
- The largest stock market crash in history occurs in October. (1987)
- Stock market recovers to record high by mid-year. (1989)
- U.S. savings and loan industry is in financial crisis; federal government agrees to a bail-out plan. (1989)

CULTURE

- Donald Duck celebrates 50th birthday. (1984)
- "Cosby Show," "Family Ties," and "Cheers" are popular TV shows. (1985)
- ☆ Nancy Reagan starts the first national campaign to prevent drug use called "Just Say No." (1986)
- The famous music auditorium, Carnegie Hall in New York City, reopens after $50 million renovation. (1986)
- Baseball is still America's national game with over 88 million fans attending during the season. (1987)
- Bat Fever grips nation as new film *Batman* is released. (1989)

HISTORY

GOVERNMENT

ECONOMY

CULTURE

The United States in Your Lifetime

By the 1970s, Americans' confidence in government was at a low point. People feared another war like the one in Vietnam. Wrongdoing by government officials in the Watergate scandal led to restrictions on government power. Increases in the price of oil and other goods led to inflation and slow economic growth. Shortages of oil forced conservation of energy resources. Americans became more concerned about environmental problems.

In the 1980s under President Reagan many duties of the federal government were passed to the states. The government cut spending on social services, cut taxes, and spent more on national defense. Although the economy grew, problems like homelessness and poverty also grew.

As the nation enters the 1990s under the leadership of President Bush, peace among most nations seems a possibility. The economy is still strong. Yet, problems of homelessness, poverty, and health care for the elderly remain. Cleaning up the environment is becoming a serious worldwide problem.

NOTE

Now that you have carefully reviewed the CAAP Timeline, you are ready to go to the *Learning Project*. You will be using the Timeline throughout the *Learning Project* as well as in the *Research Project* and the *Civic Project*. Studying the events and people on the Timeline will help you be a better informed citizen. It will also help you understand how events of the past relate to events happening today. Remember, today's events will someday be part of our nation's history.

Section II:
Learning Project

Knowing about Our Country

When was the Revolutionary War? What are the three branches of government? Which state is a group of islands? What does "consumer" mean? Who was Walt Whitman? What topics are in the news today? Knowing the answers to these kinds of questions, or knowing where to find the answers, is a responsibility of United States citizens.

Learning about our country is a lifelong process. You already have a good start because you are a student in one of our nation's schools. You also have opportunities to learn about the country from your family and people in your community.

The *Learning Project,* which you are now starting, will help you add to your knowledge of the United States. In it you will be studying six subjects: American history, government, geography, economics, culture, and current events. You will learn about each subject by reading essays and completing study sheets in this section of the book.

The study sheets for each of the six subjects help you review and organize what you are learning. To complete them you will need to use information from the CAAP Timeline and the essays. The last two study sheets are summary activities that will help you put together what you have learned in the *Learning Project.*

After you have completed your study sheets, you will be ready for the CAAP Test. The test will be based on information you have learned from studying the Timeline, reading the essays, and completing the study sheets. Here are a few examples of the kinds of questions that will be on the test.

EXAMPLE—Place an "X" by the name of the president who served during the 19th century.

___ Franklin D. Roosevelt ___ John F. Kennedy

___ Abraham Lincoln ___ George Washington

EXAMPLE—In what order did the following events occur? Place the number 1 before the earliest and the number 4 before the latest.

Order	Event
_____	Walt Disney creates the character of Mickey Mouse.
_____	*Poems,* by Edgar Allen Poe, is published.
_____	Upton Sinclair writes the novel *The Jungle,* the story of unclean Chicago stockyards.
_____	Gilbert Stuart completes a bust (statue) of George Washington. A picture of it is now on the one dollar bill.

Your teacher will give you more information about the test—how long it will be, and when you will take it.

History—Why and What

Have you gone to a movie that was set in the Old West or in the South during the Civil War? Perhaps you have seen pictures of yourself when you were just a baby. You may have seen photographs of adults when they were young. If you have, you know that people looked different in the past. They also looked the same in many ways.

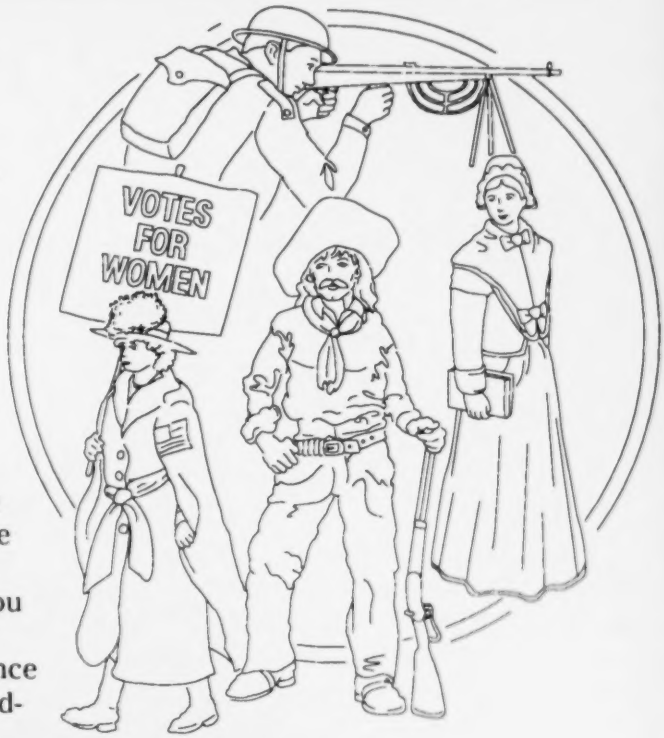
Looking at old photographs or going to movies about former times are ways of thinking about history. This sort of history is similar to, yet different from, the history you study in school. An adult probably can tell stories to go with some of the photographs. Can you recall something you did when you were a little kid? Because these things happened in the past, they are a part of history.

Why Study History?

History is the study of the past. It looks at what happened before the present time. Some history goes back thousands of years. Some may go back only a few years. We study history to learn about the past. Learning about the past can often help us to better understand the present. The past also can help us to plan for the future. For example, the framers of the United States Constitution had studied about the Greek and Roman forms of government and about many political ideas. They also knew about the development of government in England. This knowledge allowed them to draw upon history when they put together the U.S. Constitution, our plan of government. Legislators today keep in mind lessons of the past as they write the laws that will affect our lives in the future.

Studying history also makes us realize that most problems we face as citizens today do not have simple solutions. History helps us see problems in a larger context—a bigger "picture." We can see that

problems do not stand alone but are part of other related conditions. Understanding the relationship among events helps us make better judgments about solving problems.



Continuity and Change

You know what **change** is. It is when things become different for some reason. You have changed since you were a baby. The United States has also changed since the Declaration of Independence was signed in 1776, calling for a new nation. History often has to do with changes in the world and in our society. Understanding change is one way to understand the world around us.

Change happens for many reasons. People—leaders, groups of people, and maybe even you—help the world to change. We change as individuals. Changes can be good and/or bad. Some changes bring about great suffering such as when floods or tornadoes strike. All kinds of changes help to make up our history.

Continuity is another important way to think about history. **Continuity** has to do with how things stay the same or are similar over many years. The United States has had the same Constitution for over 200 years. With the addition of amendments, the Constitution has changed. Yet, it has stayed the same in its purposes and goals as when it was first written. And it has given continuity to our form of government. Some societies have had many of the same customs and ways of life for thousands of years. History helps us understand why and how some things change and others stay the same.

Chronology

You have probably learned some important dates when you have studied history. Can you remember something important about these dates—1492, 1776, 1941, 1988? Dates are important in studying history because they help us put events in order. The order in which events occur is called **chronology**. Chronology is important because it helps us learn what happened first, next, and last. Knowing chronology helps us understand the causes of events. By the way, in 1492 Christopher Columbus landed in this hemisphere; in 1776 the Declaration of Independence was signed; in 1941 the United States entered World War II; and in 1988 Americans elected George Bush president of the United States.

Citizenship and History

To be a good citizen, you should have a good understanding of history. History tells us the story of how we became a nation. It gives us explanations for events that happen every day. When we study past events, we learn from them. This gives us more control over the present and the future. If you ever touched a hot stove and were burned, you know how lessons of the past are learned. Your memory of the past taught you not to touch a hot stove again. Likewise, when you did or learned something in the past that worked well, you may think about trying it in the future.

One of the most important jobs of citizens is to make decisions and form judgments about the present and future. Among these choices are considerations about candidates for office and whether to support a particular national, state, or local government policy. An understanding of history can help citizens make better decisions. History tells us, in most cases, the consequences of similar choices made in the past.

Our Heritage

Finally, history teaches us about our common past. This common past is called our **heritage**. Popular books, movies, paintings, music, and even foods are part of our cultural heritage. We read these books in school, see the films on television or in theaters, view paintings in museums or on posters, and listen to music on the radio or in concerts. We share the knowledge and values we learn from these experiences.

The most important heritage all Americans share is the Constitution of the United States. The Constitution is the foundation of our political heritage. It affects all of us in our everyday lives. How we can act as individuals and how we can act within social groups is in large measure defined by the nation's Constitution.

Learning United States history is really a way of learning what it means to be an American citizen. Society today is the result of more than 200 years of events, choices, and decisions. Understanding the past 200 years of United States history tells us a lot about today and gives us some ideas about good choices for tomorrow.

Summary

History teaches us about continuity and change. It helps us understand how individuals and society have remained the same in some ways and yet changed in other ways. History helps us understand chronology, or the sequence of events over time. By studying history, we learn about our common heritage as American citizens. By understanding history we can better understand the present and be better prepared for the future.

1. Why does studying history allow us to make better judgments about issues?

2. What is the difference between continuity and change?

3. List five important events in your life in chronological order.

4. What is the meaning of the term cultural heritage?

5. What would you tell a younger brother or sister about the importance of studying history?

History Study Sheet I

The CAAP Timeline helps a reader understand history by putting events into chronological order. The events listed in the chart below are taken from the CAAP Timeline and are in correct chronological order. Use the Timeline to complete the chart by recording a date for each event. Then indicate in the next column the century in which the event occurred.

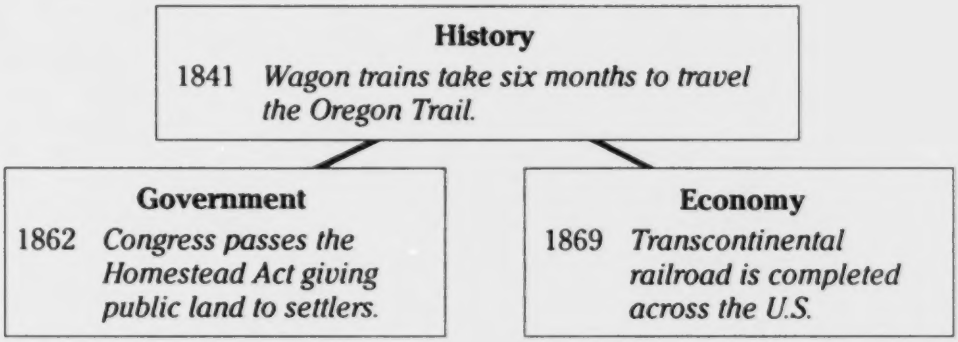
In the last column of the chart, write the name of the historical period in which the event happened. The 11 summaries that appear throughout the CAAP Timeline describe historical periods. Reread the summaries and use their titles to complete the information for each event. An example is given.

Event	Date	Century	Historical Period
Christopher Columbus sails from Spain and lands in islands off North America.	*1492*	*15th*	*Early American History: A Time of Exploration*
England and France battle to control Northeast colonies.			
Liberty Bell is rung to declare independence of the colonies from England.			
The Federalist articles defend the new Constitution.			

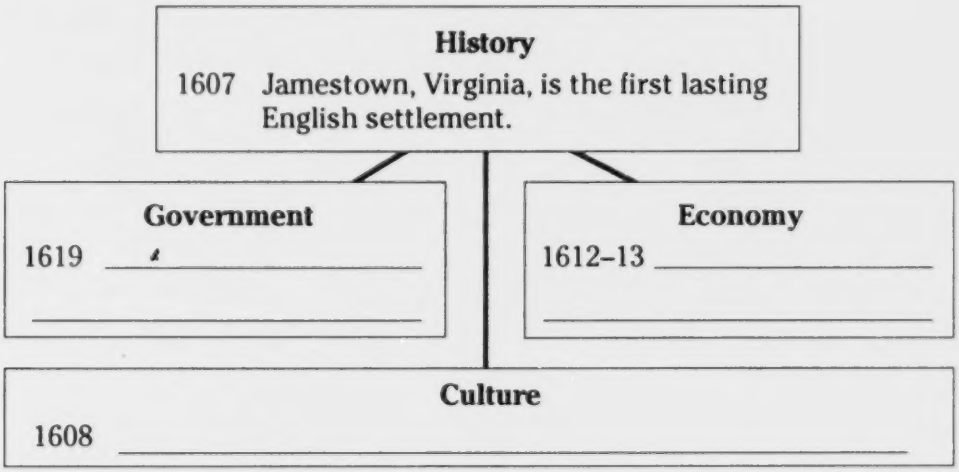
Event	Date	Century	Historical Period
Lewis and Clark explore Louisiana Territory.	_____	_____	_____
Shots fired by Confederate forces start the Civil War.	_____	_____	_____
United States achieves new international power following Spanish-American War.	_____	_____	_____
United States enters World War I.	_____	_____	_____
The Great Depression reaches its worst point.	_____	_____	_____
Cuban missile crisis occurs.	_____	_____	_____
Sally Ride is America's first woman astronaut.	_____	_____	_____

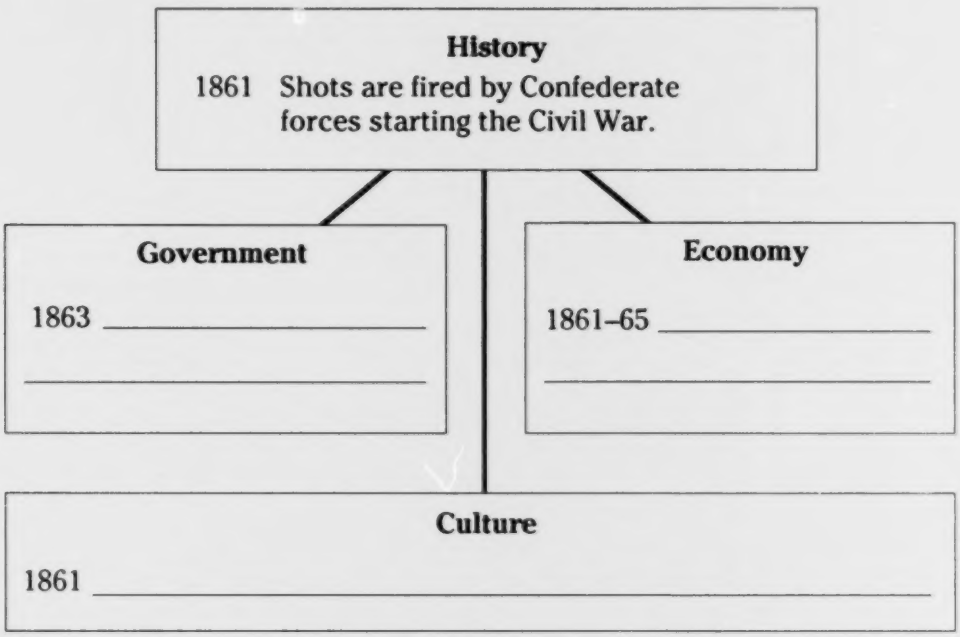
History Study Sheet II

History is a series of events. Often, one event causes or allows other events to happen. The diagram below shows the relationship of three events from three sections of the CAAP Timeline.

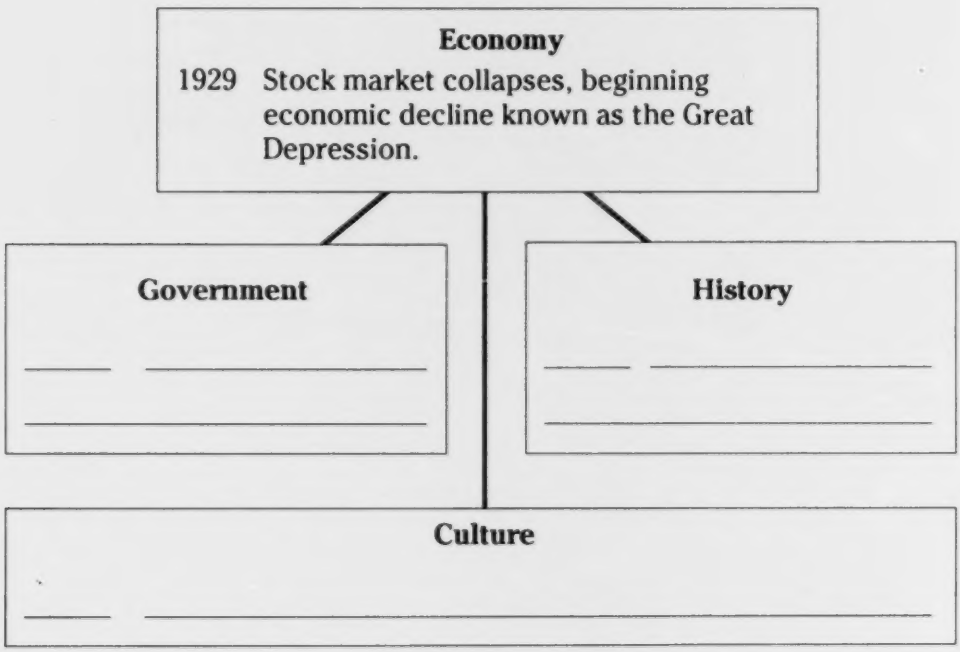

History
1841 Wagon trains take six months to travel the Oregon Trail.
Government
1862 Congress passes the Homestead Act giving public land to settlers.
Economy
1869 Transcontinental railroad is completed across the U.S.

Use the CAAP Timeline to complete the following diagrams. First locate the history event, then search the other sections of the Timeline for related events. Dates are provided for two diagrams. It is helpful to think to yourself, "Because Jamestown was the first lasting English settlement, what did this lead to?"





Now try to think of events that occurred as a result of an economic event.



History Study Sheet III

The history of the United States includes many people whose actions brought about changes that improved our country. They performed courageous acts, served in government, invented tools or processes that improved people's lives, or called people's attention to problems.

Below are the names of several important people whose actions changed and improved our country. Find an entry about each person in the CAAP Timeline. Look in all four sections. The first two numbers in the date line tell you the century in which to look. For example, "14" tells you it is the 15th century. Complete the date and describe in your own words what the person did.

Date	Name/Action
14___	Amerigo Vespucci
15___	Juan de Onate
17___	George Washington
18___	Cyrus McCormick
18___	Harriet Beecher Stowe
18___	Susan B. Anthony
18___	George Washington Carver
19___	Orville and Wilbur Wright
19___	Upton Sinclair
19___	Rosa Parks
19___	Martin Luther King, Jr.
19___	Alan Shepard
19___	Shirley Chisholm
19___	Lauro Cavazos

1. Name three people from the list on page 59 who were explorers.

_____ _____ _____

How do explorers help change our country?_____

_____

2. Who are the two writers you described on page 59?

_____ _____

How do writers and other artists improve our country?

_____

3. Name three people who served in our country's government.

_____ _____ _____

How do people in the government help improve our country?

_____

4. Which three people described above worked to protect the rights of people as guaranteed in the U.S. Constitution?

_____ _____ _____

How do citizens who work for civil rights improve our country?

_____

5. Write the name of one more person not on the list who you think has helped improve our country. Explain what the person did and why you think he/she improved our country.

_____

_____

_____

History Study Sheet IV

Americans share a common heritage. Our heritage is our country's history. You have learned about many people and events in our history as you have read the CAAP Timeline and studied history in your classes. Think about the history you know as you answer these questions.

1. Below are two symbols of our country. These symbols remind us of our country's heritage. Use the dates beside the symbols to look up entries about them on the Timeline. Describe the significance of each symbol. Explain why you think it has been popular for so many years. What feelings do you have about each symbol?

1777 _____

1886 _____

2. Thinking about America's heritage, design and draw a new symbol which could be used to represent our country.

3. What event in United States history do you think was the most important and why?

4. Name the two people you consider to be most important in the history of the United States. Tell why you chose each.

5. What person from United States history would you most like to meet and why? What would you ask him/her?

6. Review the 11 summaries of historical periods in the CAAP Timeline. They are located in boxes. In which period (other than our own) would you most like to have lived? Why?

7. What event in history would you like to know more about? Why?

On page 46 of the CAAP Timeline there are blank spaces. These spaces are for the future period 1990–2000. During this decade you will be growing up into an adult. Think about what important events might happen in the next ten years. Write your predictions about important future events in the History section of the Timeline.

Government—Why and What

This meeting of the Emerson School student council will now come to order. We have been asked by the principal to write new rules for the cafeteria. The rules we write will be discussed with the principal. If she finds them to be all right, they will go into effect in a month. We will also need to decide how to enforce these rules.

As you know, dirty tables and trash have been problems this semester. Our job is to try to figure out how to make the cafeteria a more pleasant place to eat.

The discussion in the student council became loud as members tried to suggest ideas for cafeteria rules. After nearly an hour, they had decided on five basic rules and ways to enforce them. The council voted and passed the new rules.

Scenes like this take place in schools all over America. It is an example of student representatives who are chosen or elected to make decisions for all their classmates. Student councils are great places to learn about government. Government is the rule or authority under which people in a nation, state, or community live.

Why Is Studying Government Important?

The government affects your life in hundreds of ways, every day. How? Here is just a short list of how the government touches your life. Your toothpaste was approved by the Food and Drug Administration of the national government as safe and effective. Your orange juice might have been made from oranges grown in Mexico that were inspected by U.S. government customs agents. If you were driven to school, the driver obeyed the speed limit set by the local government. The state government tells you

that you must attend school up to a certain age. The government—national, state, or local—may seem far away, but it influences your life in many ways.

Democracy

The government in our country is based on the idea of democracy, in which the power of government comes from the people. In our **democracy**, all United States citizens 18 years of age and older have an equal voice in how the government works. In other words, the people rule. Because of the size of our society, we have a system called **representative democracy**. We elect **representatives** who make decisions for us. If we don't like the decisions they make, we can elect different representatives in other elections.

Our federal government is divided into three branches: the executive (the president and administrative agencies); the legislative (the Senate and House of Representatives known together as the Congress); and the judicial (the Supreme Court and other federal courts). This system is designed so that no one branch can become too powerful. This system of balancing power is called **checks and balances**: each branch keeps the others in check and the powers of government are balanced between them. For example, both the Senate and House can pass laws; however, the president can veto (prevent passage of) these laws. If two-thirds of the House or Senate votes again to pass the law, they can cancel the president's veto; otherwise, the veto stands. The president can make treaties with foreign governments, but each treaty must be ratified (approved) by the Senate. The Supreme Court can declare an act of Congress or the president unconstitutional.

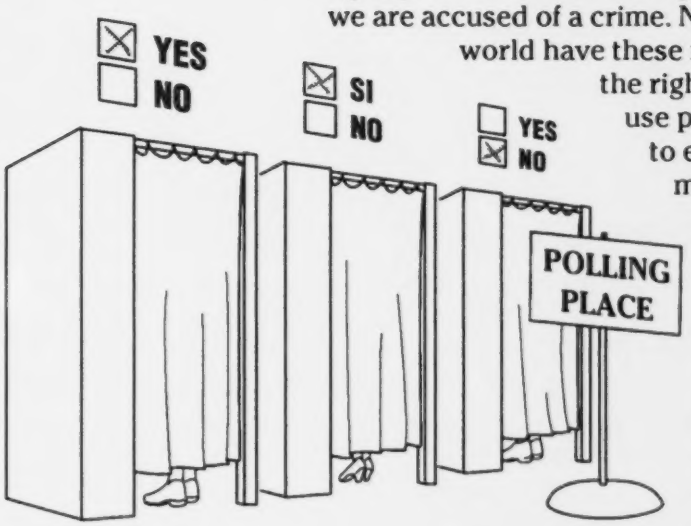
Fairness and Equality

Our government is concerned about making sure that everyone in the society is treated fairly. You know how important fairness is in your classroom. **Equality** means fair and equal treatment

under the law. Equality also means that each person has an equal chance. Over the years, women, blacks, Hispanics, and others have had to struggle to receive equal treatment. Their struggles illustrate the importance of equality.

Rights, Duties, and Responsibilities

Because we live in the United States, we have many rights. A **right** is a protection or a benefit guaranteed to a person by the U.S. Constitution or by a national, state, or local law. Our rights include the freedom to say whatever we believe (freedom of speech) and to worship as we please (freedom of religion). We also have the right to be treated fairly if we are accused of a crime. Not all people in the world have these rights. Civil rights—the right to vote, the right to use public facilities, the right to education, and so on—mean a great deal to us as citizens of the United States.



With rights come **duties** and **responsibilities**. **Duties** are required by law. **Responsibilities** are obligations you can choose to fulfill. At home, you have the right to be clothed, fed, and taken care of; however, you also have some responsibilities. These may include chores, baby sitting, or going to family events. Citizens in a democracy have a duty to obey laws, pay taxes, and to serve on juries. Carrying out duties and meeting responsibilities help make a stronger nation for all of us.

Citizenship and Government

Studying about government may seem strange when you are in school. You won't be able to vote for several years. That may seem like a long time from now. It really isn't. When you become 18, there is nothing that will automatically turn you into an informed citizen. You will be expected to choose leaders, to serve on juries, to pay taxes. Most important, you will be expected to figure out what you believe about civic issues. In fact, you should want to take positions on matters of public concern. If you do not, and allow others to make decisions for you, you give up your voice in civic decisions.

Learning about government prepares you to do a good job as a citizen. If you know how government works, you will know how to protect your rights. You will be able to elect the best possible leaders and representatives. Good government in a democracy is no accident. It is only as good as the citizens who elect and support it.

Summary

Remember the student council meeting at the start of this essay? In it, the council members made a decision about cafeteria rules that would benefit all the students. As you get older and become leaders of this society, you will be making different sorts of decisions that will affect everyone. You will help to decide about taxes, nuclear weapons, education, crime, and many other crucial issues in our country.

When you learn about government, you learn how important fairness and equality are in a representative democracy like ours. You learn how the government operates in a system of checks and balances. You learn how to take part in government. Participating in a democracy means more than voting; it means being informed and expressing your opinions. You also learn to respect and carry out your rights, duties, and responsibilities as members of this society.

1. What is the meaning of representative democracy?

2. What is the difference between a right and a responsibility?

3. What is the system of checks and balances?

4. How do effective citizens take part in a democracy?

5. What are some things you can do to become involved in your government?

Government Study Sheet I

The government of our country has developed over more than a 200-year period. From the settlement of the colonies to the ratification of the U.S. Constitution, much of the people's attention was on setting up government—establishing a system that would work for them—and for future generations.

Use the CAAP Timeline to create a "mini-timeline" on this page to trace some of the events from the first settlements to the acceptance of the Constitution, which helped form the government we have today. Use only entries in the Government section.

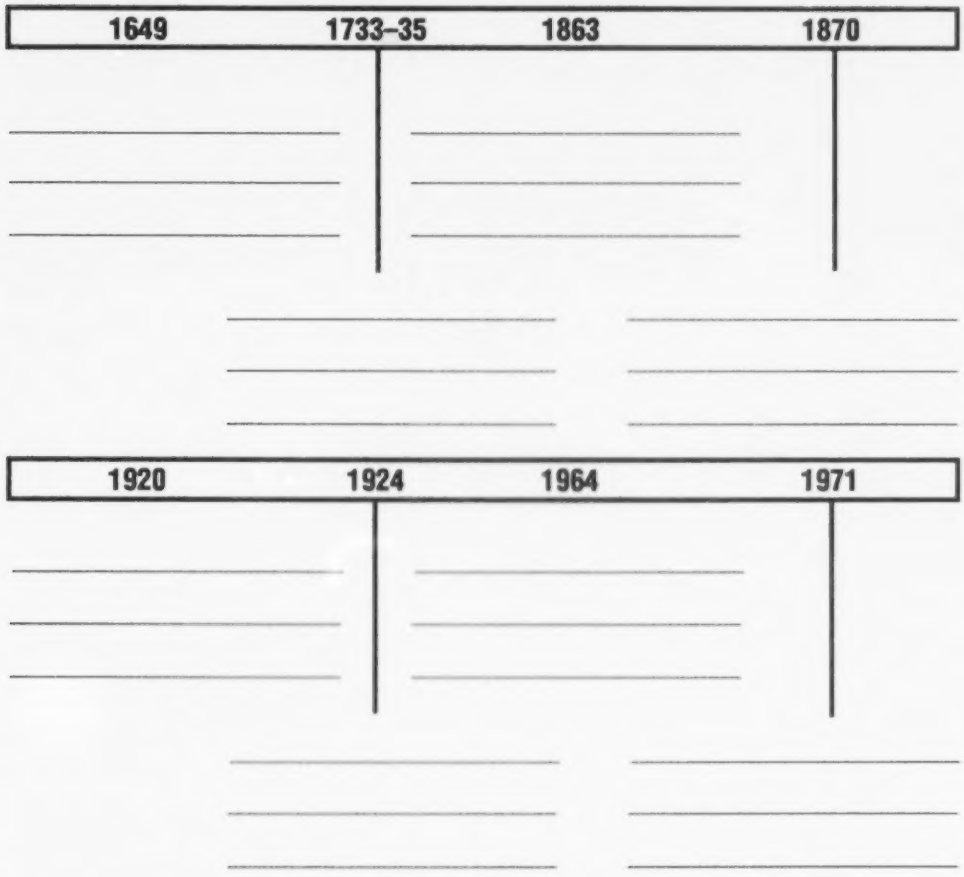
Establishing the Government

1619	1639	1774	1776

1781	1787	1788	1789

Since the earliest days of our country, the protection of individual rights has been very important. Create another timeline to trace several important events in the government's efforts.

Protecting Citizen Rights



We often study historical events to help us understand what might happen in the future. Here is your chance to make a prediction about what our government might do in the future. Ask yourself what the government might do to protect the rights or welfare of citizens. What kinds of treaties with foreign countries might be made? Who might be elected president of the United States? Write your prediction in the CAAP Timeline in the Government section for 1990–2000.

Government Study Sheet II

The 1770s were very important in the history of the United States. The American colonies were thriving. People were busy building cities, developing the economy, and making a good life for themselves. But all was not well. Many colonists did not like the way they were being treated by England, the mother country.

Read through the CAAP Timeline (all sections) from 1770 to 1776. Record those actions taken by the colonists described in the Timeline that showed their decreasing satisfaction with England and their increasing pride in their new land. Be sure to include dates.

On July 4, 1776, the Declaration of Independence was signed. For United States citizens, this is one of the most important documents ever written. It was read to the people of Philadelphia for the first time on July 8, 1776. The people greeted the document with a great celebration.

In the left column below, part of the original Declaration is shown. In the right column the Declaration has been updated with words more familiar to us. In both the original and the updated versions, three of the most important ideas are underlined. Study the words carefully.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

We believe these truths are obvious, that all people are created equal, that they have certain absolute rights given by their Creator, including life, liberty, and the pursuit of happiness. That to protect these rights, governments are set up among the people. Governments get their power from the agreement of the people.

1. What three "unalienable" rights does the Declaration of Independence say have been given to the people?

2. Why have governments been set up?

3. Who gives government its powers?

Review the events between 1770 and 1776 you described on the previous page. Based on these events, why do you think the colonists were interested in the rights stated in the Declaration of Independence?

Government Study Sheet III

Preamble to the
Constitution of the United States

We, the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

This paragraph is the Preamble, or introduction, to the Constitution. It was written by the founding fathers in 1787. In it they stated the purposes or goals for the new government that they were setting up. Sometimes we as a country have been successful in accomplishing these goals. Sometimes we have not. Slavery was not abolished in the United States until 1865. American Indians were not given citizenship until 1924.

Citizens must think about the actions of government. Is a law fair? Is enough money being spent to promote the general welfare? If not, it is the responsibility of citizens to work to get the law changed.

On the next page, phrases from the Preamble are listed on the left side. Each phrase states a goal for the new U.S. government. Following each phrase is a short explanation of its meaning. On the right side of the page are brief descriptions of six government actions that have been taken since the ratification of the Constitution. Each of these actions was an attempt to carry out one or more of the goals stated in the Preamble.

As you read each goal on the left, decide which government action or actions on the right have helped to carry out that goal. Write the letter(s) of the action(s) on the line under the goal.

Goals in the Preamble	Government Actions
1. *To form a more perfect union*— to develop a better government for all the people.	a. President Monroe issues Monroe Doctrine, proclaiming that the New World is closed to further European colonization. (1823)
2. *To establish justice*— to create institutions and methods for settling disputes and for guaranteeing citizens fair and equal treatment under the law.	b. Congress passes the Pure Food and Drug Act. (1906)
3. *To insure domestic tranquility*— to keep order among the states and throughout the United States.	c. The Nineteenth Amendment gives women the right to vote. (1920)
4. *To provide for the common defense*— to protect the United States from foreign invasion.	d. Supreme Court rules that juveniles are entitled to many of the same rights in court as adults. (1967)
5. *To promote the general welfare*— to provide adequate services that benefit all citizens.	e. Bill of Rights (first ten amendments) is added to the Constitution. (1791)
6. *To secure the blessings of liberty*— to make sure the rights of the people are protected and safe.	f. Interstate Commerce Act is the first federal law to make rules for business trade between states. (1887)

If you were setting up a student government for your school, what is one goal you would have for the government?

Government Study Sheet IV

The Constitution of the United States is the basic law of our land. All local, state, and national laws must agree with it. It is important for citizens to know about the Constitution and to understand the responsibilities of each of the three branches of government established by the Constitution.

The Constitution is divided into parts called articles. The first three articles set up the legislative branch (Article I), the executive branch (Article II), and the judicial branch (Article III). These articles also set forth the qualifications people must have to serve in these branches.

What is the function of each of the three branches? The **legislative branch**, called Congress, *makes the laws.* The **executive branch** *carries out the laws.* It also deals with foreign affairs and represents the United States to other nations of the world. The **judicial branch** *decides what the laws mean* and whether the laws agree with the Constitution.

The highest officer in the legislative branch is the speaker of the House of Representatives. The highest officer in the executive branch is the president of the United States. And the highest officer in the judicial branch is the chief justice of the Supreme Court.

Complete the sentences that follow using the information provided above.

1. The legislative branch _____ laws.

2. The _____ branch is responsible for carrying out the laws.

3. Which branch makes decisions on the meanings of laws?

_____

4. The president is the head of which branch of government?

_____

5. The highest officer of the legislative branch is _____

_____

Read the sentences below. Each describes an action taken by one branch of government. Decide which branch was responsible for the action. Write an "L" on the line in front of the actions that were legislative, an "E" for those that were executive, and a "J" for those that were judicial.

_____ The decision in *Marbury v. Madison* establishes a precedent for judicial review. (1803)

_____ President Thomas Jefferson agrees to buy the Louisiana Territory from France, doubling the size of the United States. (1803)

_____ Congress passes the Social Security Act. (1935)

_____ A law is passed establishing a maximum workweek and a minimum wage and prohibiting child labor. (1938)

_____ President Truman issues the Truman Doctrine to block the spread of communism. (1947)

_____ In *Brown v. Board of Education of Topeka,* racial segregation in public schools is ruled to violate the Fourteenth Amendment. (1954)

6. What law do you think needs to be passed or changed? Why do you think so?

_____

_____

_____

Government Study Sheet V

The purpose of our government is to protect people's rights. Rights are the freedom citizens have from government interference in their lives. Citizens also have duties that are required by law. Some of our most basic rights and duties are listed below. Read the statements and circle both the rights and duties that apply to your life at this time.

Rights

1. *Freedom of speech*—We are free to express our opinions.

2. *Freedom of religion*—We are free to worship.

3. *Right to due process of law*—Anyone who is arrested has a right to an open hearing on the charges, a fair and speedy trial, and the right to have an attorney represent him/her.

4. *Freedom of assembly*—People may peacefully gather together for any legal cause.

5. *Right to political participation*—Citizens can't be stopped from voting or running for office based on race or religion.

Duties

1. *Americans must attend school*—In most states people must go to school until at least age 16.

2. *Americans must obey laws*—Laws help people live together peacefully.

3. *Americans must pay taxes*—Taxes are used to provide services for all the people.

4. *Adult males must defend the nation in time of war*—Men are required to defend the nation; women may choose to serve.

5. *Adults must take part in the judicial process*—Citizens must serve on juries when called, appear as witnesses, and avoid interfering with police and courts.

Citizens also have responsibilities. Responsibilities are things citizens can choose to do or not to do. We are not required by law to engage in these activities. However, our society would not be as good if citizens did not assume some responsibility for the welfare and well being of others. Clearly, the government cannot be as responsive to the needs of people if citizens do not vote and give direction to the lawmakers who represent them.

Below are statements of four important citizen responsibilities. Explain how each responsibility helps make our country a better place to live and what may happen if citizens do not carry out the responsibility.

1. *Americans should know about and respect the rights of others.*

2. *Americans should listen to other points of view.*

3. *Americans should vote and let officials know their views.*

4. *Americans should participate in civic activities.*

You have learned about many aspects of our government such as voting, the branches of government, and citizen rights, duties, and responsibilities. What area of government would you like to know more about and why?

Geography— Why and What

Can you answer these questions?

1. Pretend you are talking with a new friend who has just arrived from outer space. Can you tell your friend exactly where on earth you live?
2. Now can you tell your new friend where you are compared to Moscow, the capital city of the Soviet Union?
3. Can you give your friend two reasons why you live where you do?
4. Could you tell your friend what parts of the world most new immigrants have come from to the United States in the past five years?
5. In what state do you live? Can you name two states that border your state? What are two major cities in your state?

If you can answer these questions, you know many things about geography. Congratulations! Citizens need to know geography. **Geography** is the study of land and its human, as well as physical, characteristics.

Why Learn Geography?

The United States is one of the largest countries in land area in the world. It has 50 states and almost 250 million people, but it is only one country among the more than 175 countries in the world.

Each day we hear about events and problems in this country and throughout the world. Sometimes these events affect our lives even when they happen far from where we live. Do you know in which city the United States Supreme Court meets? Could you find on a map the location of Mount St. Helens, a volcano that erupted a few years ago? There is

conflict in Nicaragua. Where is Nicaragua? Can you locate where riots occur in South Africa? There was a nuclear accident in Chernobyl. Where is Chernobyl? Do you know where the winds took the nuclear fallout?

As citizens and future leaders of the United States, you need to know about places and people of the United States and the world. Transportation and communication technology help us travel very fast and exchange information rapidly with people throughout the United States and the world.

Yet we know too little about the world's places and people. Effective citizens must have a basic understanding of geography.

Where Are You?

Geographers use a grid system to pinpoint **absolute location**, which means exactly where a place is. The grid is made up of east/west lines called **latitude** and north/south lines called **longitude**. Latitude and longitude help us find the distance and direction from one place to another. For example, our nation's capital, Washington, D.C., is at 38.5 degrees north latitude and 77 degrees west longitude. New York City is at 40.4 degrees north latitude and 73.6 degrees west longitude. Where is New York City in relation to Washington, D.C.? (Answer: northeast.) Do you know, or can you figure out, the latitude and longitude of where you live?

Maps help us with location. **Maps** are flat representations of the earth or part of the earth. They can help us find where we are in the world, in the United States, in our own state. Maps contain very useful information about direction, distance, physical features of the earth, and places on the earth. Maps can help us make important decisions such as where to plant crops, where to dig for water, where to place a road or reservoir.

Where Are You in Relation to Other Places?

Citizens need to understand where they live in relation to other locations; that is, they need to know their **relative location**. Relative location means we can locate a place in relation to another place. For example, often citizens must decide where to locate a school. They would not want to put it too near a busy highway or toxic waste dump. Without an understanding of relative location and important characteristics of places, it is difficult for citizens to make good decisions.

Why Do You Live Where You Do?

People are often very proud of where they live. They care about where they live. Some are proud of the scenery. In cities, many people are proud of their buildings, parks, and museums. In some parts of this country, people are proud of their climate.

To understand about the places we live, we need to know about the physical characteristics of the place. **Physical characteristics** include natural vegetation, landforms such as hills and valleys, the climate, bodies of water, the kind of soil, and other parts of the landscape we can observe. It is important for citizens to know about the physical characteristics because the environment *where* we live affects *how* we live.

For example, the clothes people wear, the kinds of houses they live in, and the sort of work they do may be quite different in a cold climate than in a hot climate. Governments may have to pass very different laws in different places as well. In a dry climate, it might be necessary to ration water. In a hot climate, money might be spent for air conditioning; in a cold climate, for heat. Climates also differ during different seasons of the year, and people must adjust to these changes.

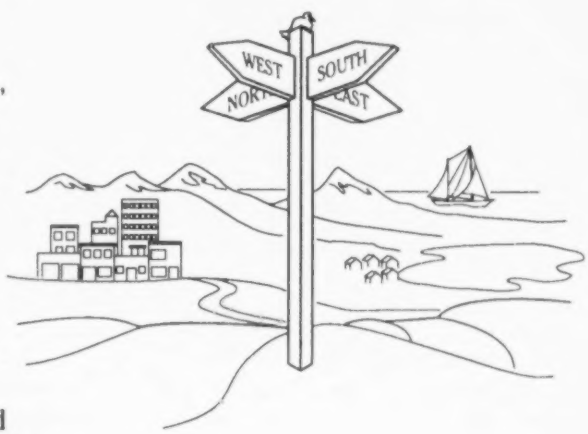
The **human characteristics**—the kind of people and their actions—of a place are also important.

Human beings make changes in the land. They build houses, office buildings, bridges, highways, and dams. They plant and harvest crops and trees. People change the land to help them live better. Unfortunately, people also destroy land. Two ways are by strip mining and cutting down forests. Citizens need to be thoughtful as they make changes to the land. What and how we build today can have an effect on our lives in the future, and on how land can be used in the future. How do the physical and human characteristics of your area affect how you live?

Where Have People Come From?

About 500 years ago, people came to North America from Europe. When the United States became a country and began to grow, more and more people came from Europe. They moved—**immigrated**—here. Today, many new people who want to be citizens come to the United States from Southeast Asia and Mexico.

Human beings move all over the world. They talk with one another. They exchange information, ideas, and products such as food, fuel, and machines. **Movement**—how people interact with one another and how they interact with the land— is very important in understanding geography. Products also move all over the world. In the United States we buy many cars and VCRs from Japan, import oil from the Middle East, and sell grain to the Soviet Union. Knowing about the movement of people, ideas, and products helps us with what geographers call **global understanding**—understanding how places and people in the world relate.



What Are Regions?

Do you live in a town, a city, a state? You probably can answer "yes" to two out of three of these. Towns, cities, and states, which are political units, are kinds of **regions**. They are political regions because they have governments that have control over a certain land area. For purposes of voting and participating in government, political regions are very important. Locally, we elect city councilpersons, commissioners, and school board members. In our states we elect governors, treasurers, and U.S. senators. We elect members of the United States House of Representatives from congressional districts in our state.

Another kind of region is an area in which the land has similar physical characteristics. Landform areas, such as the Rocky Mountains, the Great Plains, the West Coast, and the Gulf states, are considered regions. In what region of the United States do you live?

Government and Geography

Citizens are often asked to make decisions about important land issues. Should the city annex (take in) neighboring land? Is a new airport necessary? Should pollution laws be made more or less strict? Governments (and their citizens) can have great impacts on geography.

Zoning laws made by local governments control where businesses and residences can be built. For instance, zoning laws prevent factories from being built in residential neighborhoods. Making civil improvements, like roads, bridges, sewers, and airports, is an important function of government. One of the biggest impacts on geography that governments have is on environmental quality. Governments regulate pollution and land use. This often affects wildlife habitats as well as the cleanliness of our air, land, and water.

Summary

Geography is concerned with absolute and relative location, with place, with movement, and with regions. As citizens, we need to know where we are in relation to other places; human and physical characteristics of places; and how people, ideas, and products have moved and are moving. As Americans, we also need to know about our own political regions or units—towns, cities, states. We elect our government representatives from political regions.

1. How do maps help us learn about places?

2. Describe the location of your community relative to Washington, D.C.

3. Describe three things human beings do to change the land.

4. Why is a political unit a region?

5. How do governments affect the geography of a place?

Geography Study Sheet I

Being familiar with the geography of our country is essential to understanding both past and current events. Every U.S. citizen should be able to name and locate the country's 50 states. Give yourself a test. Without looking at a resource, write the names of as many states as you can in seven minutes. They don't have to be in any particular order. Just write each name as it occurs to you.

STATES I KNOW

Draw a line under the last state you named and go to the next page.

How did you do? If you did not get all 50 states, turn to the United States map on pages 158-159. Put a small "X" in each state you named.

Now look at the states you did not remember and write their names under the line you drew on the previous page.

1. Review the states you were able to name without looking at a map. How did you organize the task? For example, did you try to picture a United States map and start naming states in a particular region? Or did you start naming states you have traveled to?

_____

_____

2. Which states were easiest for you to name?

_____

_____

3. Which states were most difficult for you to recall?

_____

_____

4. Look at the states you didn't remember on the map. Where are they located in the country? Why do you think these were difficult for you to recall?

_____

_____

5. What can you do to improve your knowledge of the geography of the United States?

_____

_____

6. For an extra challenge, try naming the capitals of all the states. Use an additional sheet of paper.

If you are not satisfied with your knowledge of our country's states and capitals, you may wish to study the map on pages 158–159. In a few days, try the timed test again and see if you can improve your knowledge.

Geography Study Sheet II

Throughout the CAAP Timeline there are small maps under the heading of "Geography." These maps show the United States at different time periods. At the top of each map the exact time period of that map is given. By looking at the maps from 1490 to the present, you can learn more about how our country was settled. Use the maps throughout the Timeline to answer these questions.

---

1. Who were the people in 1490 living in what is now the United States?

_____

2. By 1600 people from three European countries had started settlements in what is now our country. Find the map that shows the land claims of these three groups in 1682.

   Which group held most of the East Coast?_____

   Which group held most of the land in the center?_____

   Which group held most of the West?_____

3. By 1733, 13 colonies had been established on the East Coast. These colonies became the first states. Find the map on page 24. Trace around the whole area of the first 13 states. Use the map on page 24 together with the United States map on pages 158–159 to name the first 13 states.

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

4. During the next 178 years, 37 more states were added to the United States. Use the Geography maps on the Timeline to learn where and when these states were added.

Time Period	Number of States Added
1780–1800	_____
1800–1810	_____
1810–1840*	_____
1840–1860	_____
1860–1880	_____
1880–1910	_____
1910–1930	_____
1930–1960	_____

**Note: Michigan is divided by a body of water.*

Review the maps you have studied in the Timeline as you answer these questions.

5. Were the first states in the eastern, western, or central part of the country?

_____

In what part of the country were the last states added?

_____

As you look at the addition of states from east to west across the country, what do you notice about their size?

_____

Why do you think the sizes of eastern and western states are different?

_____

6. In what time period was your state added to the U.S.?

_____

How many other states came into the country during the same period?

_____

Geography Study Sheet III

Below is a list of all United States presidents in the order they served our country. Beside each name is the state in which the president lived at the time of his election. The states are abbreviated by postal service designation. On the United States map, pages 158–159, make a small tally mark "/" in each president's home state. Several states will have more than one mark.

President	State	President	State
George Washington	VA	Grover Cleveland	NY
John Adams	MA	Benjamin Harrison	IN
Thomas Jefferson	VA	Grover Cleveland	NY
James Madison	VA	William McKinley	OH
James Monroe	VA	Theodore Roosevelt	NY
John Quincy Adams	MA	William H. Taft	OH
Andrew Jackson	TN	Woodrow Wilson	NJ
Martin Van Buren	NY	Warren G. Harding	OH
William H. Harrison	OH	Calvin Coolidge	MA
John Tyler	VA	Herbert Hoover	CA
James K. Polk	TN	Franklin D. Roosevelt	NY
Zachary Taylor	LA	Harry Truman	MO
Millard Fillmore	NY	Dwight D. Eisenhower	NY
Franklin Pierce	NH	John F. Kennedy	MA
James Buchanan	PA	Lyndon B. Johnson	TX
Abraham Lincoln	IL	Richard M. Nixon	NY
Andrew Johnson	TN	Gerald Ford	MI
Ulysses S. Grant	IL	Jimmy Carter	GA
Rutherford B. Hayes	OH	Ronald Reagan	CA
James A. Garfield	OH	George Bush	TX
Chester A. Arthur	NY		

Using the tally marks on the United States map and the information on the previous page, complete the following questions.

1. From what states were the first six presidents elected?

_____

Why do you think the first presidents came from these states?

_____

2. From which states have the most presidents been elected? Name the top four "president-producing" states and the number of presidents from each.

State	Number of Presidents
_____	_____
_____	_____
_____	_____
_____	_____

Are the top four president–producing states east or west of the Mississippi River? _____

Why do you think this is the case? _____

_____

3. How many states have never produced a president? _____

Are these states located mostly east or west of the Mississippi River? _____

Why do you think this has happened? _____

_____

4. Suppose you want to run for president of the United States, and you can choose any state as your home state. To give yourself the best possible advantage, what state would you choose? Why?

_____

Geography Study Sheet IV

In 1790 the United States government started a procedure that has taken place every decade since. This procedure is the United States Census in which every man, woman, and child living in the country is counted by the Bureau of the Census.

Each map in the CAAP Timeline from 1780–1800 to the present has population information collected in the U.S. Census for that time period. Use the population information on the Geography maps to complete the table below.

Year	Population
1790	_____
1810	_____
1840	_____
1860	_____
1880	_____
1910	_____
1930	_____
1960	_____
1970	_____
1980	_____
1990	_____ estimated
2000	_____ estimated

1. Has the United States ever lost population?_____
2. By how many people has the country's population increased in the last ten years? (Use the population estimate by the Census Bureau for the year 1990.)
_____

The Census Bureau predicts that our population centers—where the most people live—will change. Below is the Bureau's estimate of the states which will lose, gain, or stay about the same in population by the year 2010. Turn to the United States map on pages 158–159 and mark each state with the symbol shown in its column.

Lose Population(–)	**Gain Population (+)**	**Stay about the Same (o)**
Delaware	Alaska	Alabama
Illinois	Arizona	Arkansas
Indiana	California	Connecticut
Iowa	Colorado	Idaho
Kentucky	Florida	Kansas
Michigan	Georgia	Louisiana
Montana	Hawaii	Maine
Nebraska	Maryland	Massachusetts
North Dakota	Nevada	Minnesota
Ohio	New Hampshire	Mississippi
Pennsylvania	New Mexico	Missouri
West Virginia	North Carolina	New Jersey
Wisconsin	South Carolina	New York
Wyoming	Texas	Oklahoma
	Utah	Oregon
	Virginia	Rhode Island
		South Dakota
		Tennessee
		Vermont
		Washington

Study the population information you added to the United States map.

1. Which areas of the country will gain population? Which will lose?

2. What are some reasons states will gain or lose population?

What other things about our country's geography would you like to know?

Economics—Why and What

"Mom, let's buy a VCR!" says Jennifer. "Everyone has one. We could watch lots of movies right here at home."

"I'm afraid not, dear. You see, VCRs are quite expensive, and we need to buy new tires for the car."

Have you had a conversation like this with your parent or guardian? You probably have. Every day, young people your age—and adults, too—think of things they want or need and may not be able to buy. Think of some things you want—a new bicycle? a new sweater? an order of French fries? a ticket to a movie?

Now, think of how much money you have to buy things with. Most of us can have only some of the things we want. The fact that we can't have everything we want may present us with a problem. The problem is called **scarcity**—our wants exceed our resources. Because we can't have everything we want, we have to make **choices**, which means deciding among alternatives. Making choices is difficult, but we have to do it.

Why can't we have everything we want? We just don't have money to buy everything we want. Jennifer's mother was telling her that the choice had to be tires for the car instead of a VCR because of scarcity. Governments and businesses also face a scarcity problem and have to make choices because they often do not have enough resources to provide for all the wants and needs of people. Should tax money be used to pay for more firefighters or to pave the streets? As a citizen, you will be helping to make choices about how tax money is spent by voting.

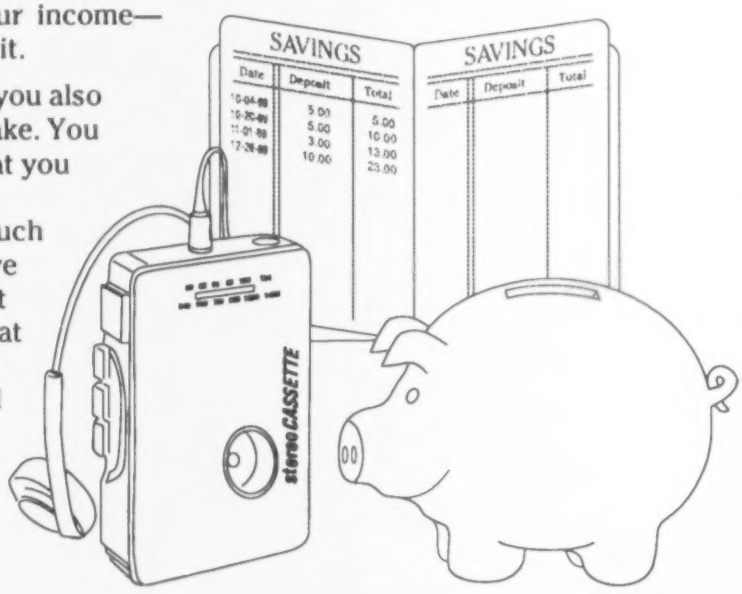
Understanding scarcity and choice-making is a big part of understanding the economy and how it

works. Simply stated, **economics** is the study of how individuals and governments deal with scarcity and make choices about the things they want and need.

Why Is Studying the Economy Important?

You participate in the economy, but you may have never thought about it. First, you are a **consumer**—you buy things or things are bought for you. Think of all the things you consume. What did you have for breakfast today? Cereal? Toast? What are you wearing? A sweater? Tennis shoes? Jeans? A skirt? When you buy and use any of these things, you are consuming them. Do you work, receive an allowance, or have money from a gift you received? If you do, you probably are thinking about what to buy—or consume. You have choices to make.

You may also be a **producer**. You may deliver newspapers; you may babysit. By being a producer you earn income or money. When you earn income as a producer and then spend it, you become a consumer. Or, you may save some of your income. You have only two choices about what to do with your income—to spend it or save it.



As a producer, you also have choices to make. You have to decide what you want to do to earn income. To make such a decision, you have to learn about what producers do—what kinds of jobs there are. Then you need to know what kind of education or training you need to do those jobs. At your age, you don't have a lot of

choices to make about jobs. But in just a few years, you will need to make many choices about jobs.

What Is the Economy?

The economy is a system. A system is the organization of parts into a whole. Our **economy** is the system under which we have organized ourselves to produce and buy the things we want and need. In the United States, we produce things for sale in a market. A market is the trading among buyers and sellers. We buy things in markets, including both products made here and products made in other countries. In markets, we pay prices for the things we buy.

Every economy produces both goods and services. **Goods** are those things we can see, touch, taste, hold, and so on. Some goods, like the juice and toast we have for breakfast, disappear when we buy and consume them. These kinds of goods are called non-durable goods. Other goods, like automobiles or refrigerators, last a long time. These kinds of goods are called durable goods. **Services** are actions performed for pay by one person or a group of people for another person or groups. The dentist takes care of our teeth. The barber cuts our hair. The auto mechanic repairs our cars. The babysitter watches children. People pay for these services.

There are two main groups in an economy—individuals and businesses. Individuals provide the resources businesses need to produce goods and services. These resources are human, natural, and capital resources. Capital resources are tools of production such as computers, hammers, and trucks. Individuals sell their human, natural, and capital resources to businesses in exchange for income.

Businesses combine the resources to produce their products or services. Then businesses sell their goods and services to individuals. Individuals use the money (income) they have earned to buy goods and services.

The buying and selling between businesses and individuals is like a circle. The diagram above shows the "circular flow" of the economy from business to individuals and back.

Supply and Demand

Markets operate on the basis of supply and demand. **Supply** is how much sellers are willing and able to produce at each price. It shouldn't surprise you that sellers will produce more at higher prices. **Demand** is how much buyers are willing and able to buy at each price. Think about yourself for a minute. Like other buyers, you will buy more of something at lower prices.

Government and the Economy

Have you ever bought something that had a price of $1.99? When the clerk asked you for your money, you might have had to pay $2.05. Why the difference of six cents? The six cents is one kind of tax, a sales tax. Often we pay taxes on things we buy. We also pay taxes on income we earn from our work. These taxes are called income taxes. **Taxes** are the money citizens pay to government. Government uses the

money from taxes to pay for many services we receive. Do you attend a public school? Public schools are supported by taxes. Did you come to school on a paved highway or street? If so, the road was paid for by taxes. Do you know someone in the Army or Navy? The Army and Navy are paid for by taxes.

Governments also pass laws regulating businesses and markets. Citizens are often asked to vote on certain laws and taxes that affect the economy. From these examples, can you see why a citizen should understand how tax dollars are spent? It is also important for citizens to understand how they can inform our government leaders about the government services they believe to be important. Can you think of other reasons an informed citizen should understand the economy?

Summary

To understand about our economy, we must first understand we cannot have everything we want. We must understand the meaning of scarcity and about making choices. We make choices about what to consume and what to produce.

As citizens, we are both producers and consumers. We buy and sell in markets and pay prices for the things we buy. We all participate in the economy.

To understand the economy, we can look at businesses that offer goods and services for sale. Also, we need to know that we pay taxes. Governments use tax money to provide services. As citizens, we can participate in choosing our government leaders who decide on how much we are taxed and what government services will be provided.

1. Define scarcity.

2. What kinds of choices need to be made in an economy?

3. Why is an understanding of the economy important?

4. What is demand?

5. List three government services you receive that are paid for by taxes.

Economics Study Sheet I

The American economy has developed over time. Many important economic developments are listed in the CAAP Timeline. To understand how one event is related to other events, you must first know the order, or chronology, in which they happened.

The economics events below are not in chronological order. On the line to the left of each event, write the date the event happened. All the events are on the CAAP Timeline. When you have dates for all the events, show the order in which they happened by numbering them 1 through 7. Start with the oldest event first. One example has been done.

Correct Order	Date	Event
_____	_____	Thomas Edison invents the incandescent lamp (lightbulb), which leads to electrical lighting of homes and businesses.
_____	_____	First general strike by railroad workers occurs.
_____	_____	Almost 23,000 children work in factories in the South.
_____	_____	Ford Motor Company sets up first moving assembly line.
_____	_____	American Federation of Labor is founded.
1	*1807*	Seth Thomas manufactures clocks with interchangeable parts.
_____	_____	The Great Depression reaches its worst point.
_____	_____	President Reagan experiments with supply side economics.

Often an event or condition at one point in time causes another event to happen at a later time, sometimes many years later. For example, you just read that in 1890 almost 23,000 children were working in factories in the South. Do you think child labor was a problem? _____

Why?

_____

In 1938 Congress passed the first laws forbidding child labor. How many years passed between the time when thousands of children were working in factories and the passage of laws to protect them?

Why do you think it took so long to pass these laws? _____

_____

You have probably read about the Great Depression of the late 1920s and 1930s. Did you realize that this was not the first time our country suffered economic difficulty? Read through the Economy section of the Timeline and list below three periods of economic crisis before 1920. Then add the Great Depression to your list. Write the entries describing these crises as they appear in the Timeline.

Date	Event
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____

Usually in a depression, many people become unemployed. Why do you think this happens?

_____

_____

_____

Economics Study Sheet II

People invent things for many reasons. Here are five reasons things have been invented:

1. To make day-to-day work easier and to produce more.
2. To allow people to travel farther and faster.
3. To help people communicate better with each other.
4. To cure sickness or improve people's health.
5. To make buildings or houses better for people.

Below is a list of inventions from the CAAP Timeline. Place a 1, 2, 3, 4, or 5 in front of each invention to show a reason you think it was invented. You may have more than one reason for some inventions.

_____ First American bricks made in Virginia. (1612)

_____ Eli Whitney invents the cotton gin. (1793)

_____ The steamboat, Clermont, is launched. (1807)

_____ Thomas Edison invents the incandescent lamp. (1879)

_____ Henry Ford manufactures Model T cars. (1908–1928)

_____ First electronic computer is invented. (1946)

Here are some other inventions that are not on the Timeline. Place the number of the reason or reasons for these inventions next to each.

_____ Aspirin is invented. (1853)

_____ First mechanical refrigerator is patented. (1834)

_____ Elisha Otis demonstrates the first elevator. (1853)

_____ The first cross-country telephone conversation takes place. (1915)

_____ Television is invented by Philo Farnsworth. (1930)

Now, add these inventions to the Timeline.

Think of one more invention that illustrates each of the five reasons for inventions. Use the number of the reasons at the top of page 100 to order your entries. Your choices may be from the Timeline but do not have to be.

1. _____

2. _____

3. _____

4. _____

5. _____

Choose any one of the inventions listed above and describe how you think our country has benefited from the invention.

_____

_____

_____

Imagine you can invent anything you want. Your invention could improve medicine or space travel or make household chores easier. Describe what you would like to invent and why.

_____

_____

_____

_____

Turn to page 46 in the CAAP Timeline. Think about inventions that might be developed in the next ten years. Write your predictions in the blank space under the years 1990 to 2000.

Economics Study Sheet III

In the essay "Economics—Why and What," many new economics terms were introduced. They are important to understanding the economy and how it works. Use words from the essay to complete the sentences below.

1. A study of _____ is a study of how individuals and governments make choices.
2. Because we cannot have everything we want, we must make _____ .
3. Workers are called _____.
4. A producer, or worker, earns _____.
5. A _____ buys things.
6. In the United States, we produce things to be sold in a _____ .
7. In a market, we pay _____ for the things we buy.
8. Every economy produces both _____ and _____ .
9. A teacher provides a _____.
10. An automobile is a _____.
11. We often pay a _____ on things we buy.

Economics is a way of thinking about choices we make. An important idea in economics is opportunity cost. **Opportunity cost** is the highest valued alternative a person gives up when he or she makes a choice among alternatives. In other words, opportunity cost is the next best choice after the choice you have made. Suppose you are invited on Friday night to a friend's house for a party and to a movie with another friend. You decide to go to the movie. Your opportunity cost is the party.

Suppose you have $10 your aunt gave you as a gift. Three things you might do with the money are listed. Add two more on the lines provided.

Choices	Rank
Buy a new tape.	_____
Go to a movie and have pizza with friends.	_____
Save the $10.	_____
_____	_____
_____	_____

Think about each of the five choices on the list. On the lines beside the choices, order your preferences by making your first choice number 1 and your last choice number 5.

What is your first choice?_____

By making this choice, what is your opportunity cost? Use the definition of opportunity cost above to help you decide.

_____

Bonus: (circle the correct answer)

- If car prices go down, people will buy [fewer, more] cars.
- If wages at fast food places go up to $10 per hour, [fewer, more] workers will want to work at these places.
- If the price of jeans goes to $100 per pair, [fewer, more] jeans will be bought.

You are learning many things about the economy. What more would you like to learn about our economy and why?

_____

_____

_____

Economics Study Sheet IV

Suppose you have been made principal of your school for a day. Someone has given the school $100. It is your responsibility to decide how to use the $100.

You decide to take a survey and you find that people have suggested the list below. The cost of each item is also listed.

• A new school flag	$75
• Art supplies for a school mural	90
• New soccer balls	80
• A party for all students	95
• Save the money for a good cause	100
• New library books on citizenship	100
• Presents for all teachers	100
• A donation for auditorium equipment	100

Recall that individuals and governments cannot have everything they want. They have to make choices. As principal for a day, you need to make choices about what to do with the $100.

Use the questions below to help make your choice or choices. Space for your top three choices is provided. Write in each choice. Beside each choice list the person or persons who will benefit from your choice. A **benefit** is something individuals or groups gain when a choice is made. Listing the benefits of your top three choices can help you make a better choice.

	Choice	**Who Benefits?**
1st	_____	_____
		_____

	Choice	Who Benefits?
2nd	_____	_____
		_____
3rd	_____	_____
		_____

Why did you decide on your first choice? _____

_____

Think about your first choice. What is the next highest choice you give up in making that choice? _____

This is the opportunity cost of your first choice.

Now look at your third choice. Who does not benefit from this choice?

_____

As principal, you are not restricted to the choices listed. Think of two other things your school could use. In the spaces below, write down the items and what you think the approximate cost would be.

_____ $ _____

_____ $ _____

Now what choice from among the five possibilities will you make?

_____

Why did you decide on this choice?

_____

_____

Culture—Why and What

Suppose you have visitors from another country staying with you. What would you show them? What would you do with them? They may want to know what is on American television. You might show them "Alf," "The Cosby Show," "Sesame Street," or "Nova." You might want to play some of your records. Do you think they would want to go to the school play? Learn some of our popular dances? Toss a baseball?

Your visitors may also be curious about what you like to read. You would probably show them your favorite books or magazines. Or, you might take them to a movie. They may ask about our country's history. Where would you take them to learn about an earlier time in the United States? You might want to take them to a museum.

Many museums have to do with American history. They show how people lived in the past. But there are other kinds of museums as well. Art museums display paintings, sculpture, and other art objects. Science museums contain such things as nature, wildlife, and technology exhibits. Still other museums might be called "specialty" museums—you've probably heard about automobile, aviation, or railroad museums.

The things you would show your foreign visitors and the things you would do with them would help you to teach them about the culture of the United States. Television shows, movies, music, dances, plays, books, museums, and magazines are all part of our country's culture.

Look and listen! What do you see and hear? You see people acting in certain ways and wearing certain kinds of clothes. You may see paintings, photographs, and sculptures. You hear music. You may hear people talking about what they believe. Books,

magazines, and newspapers will tell you about what writers see going on around them. What you are seeing, listening to, and reading about is culture.

Culture is a total way of life of a whole group of people at a particular time in history—its ideas, customs, skills, and arts. Every group, even from very early times, has culture. You may know that nearly 800 years ago American Indians drew pictures on rock walls in what is now the southwestern United States.

Within the whole group, smaller groups of people may have some very different values, customs, ideas, skills, and arts. For example, although most Americans drive cars today, one group of people, the Amish, still choose to travel by horse and buggy.

Many parts of culture are passed on from one generation to another and even from one continent to another. For example, jazz, drawing on African music, is a form of music that originated in New Orleans around the beginning of the 20th century. Although there have been changes in its form, jazz has been a part of our culture ever since. As a matter of fact, rock 'n roll music came from jazz.

As a citizen, it is important to know about our culture. This includes being aware that some smaller groups within the society have different customs and ideas than the group as a whole. Awareness and knowledge of culture help us understand ourselves and others. They can also help us understand and accept the differences among different groups in our society. Learning about our own and others' culture is important to living in a peaceful world.

Cultural Tools and Communication

Art, books, music, dance, newspapers, magazines, and theater are important tools in helping us to understand culture in different times and different places. These tools also help us to know about and understand things that are going on today.

In addition to learning about culture from books, magazines, art, and so on, we can use these resources to communicate with and better understand each other. For example, sometimes when people are discussing an issue, they will refer to a book, a character, or an event from a book. They might say, "It was a Cinderella story." If you had read the fairy tale Cinderella, you would know they were probably talking about a poor person who became rich and famous. If you had not read the story, you probably wouldn't understand their meaning.

Slang words and sayings are another part of culture. These often reflect common observations or beliefs. For instance, "An ounce of prevention is worth a pound of cure" means preventing an illness is better than curing one. Or, "Don't count your chickens before they're hatched," means you shouldn't assume something will happen before it actually happens.

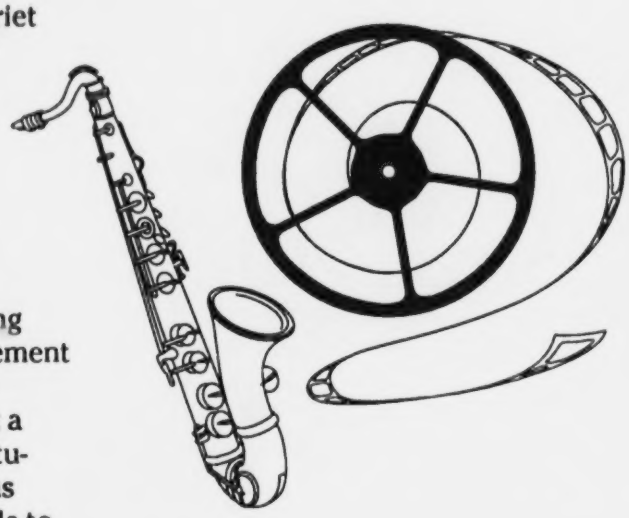
You probably know and use many sayings yourself. These are tools we use to communicate with each other. One such term, "the right stuff," means a person is very capable of doing a job. A writer used this saying to describe American astronauts. He titled his book, *The Right Stuff.* By using this saying for his book, he communicated a great deal just in the title.

Art also can help us communicate. Frederic Remington was an artist who painted pictures about life in the Old West. When someone describes a painting as being "like a Remington," he or she probably means it is a scene from the Old West.

The Culture section of the CAAP Timeline describes some of the art, books, music, dance, and theater that were popular at different times in United States history. You will also find some of the things that are popular today. The writers and painters describe or reflect what is actually going on in society.

Cultural Messages

Some painters, writers, composers, and artists also help to bring about changes they would like to see in society. Upton Sinclair, in his book *The Jungle,* led the fight for pure food and drug laws in the United States. Harriet Beecher Stowe portrayed the evils of slavery in *Uncle Tom's Cabin.* This helped to bring about slavery's abolition.



Upton Sinclair and Harriet Beecher Stowe were sending cultural messages. **Cultural messages** are the ideas we get from television shows, film, art, music, books, and so on. They can change the way we think and act. Cultural messages helped bring about the civil rights movement in the 1960s. Today, some cultural messages support a strong belief in our Constitution. Other messages tell us that our environment needs to be cleaned up.

Many cultural messages are about civic issues. You might read in a newspaper that a beautiful historic building is on land next to a convention center. Some writers support tearing the building down to make room for needed parking. Others want to turn the historic building into a museum. These two cultural messages support different viewpoints. As responsible citizens, we must carefully think about the meaning of messages such as these and decide which ones to support.

Cultural Freedom

Although some of our cultural messages may have harmful effects on individuals or society, Americans are free to read, watch, and listen to

whatever they like. That is because we believe that the government should not limit people's freedom. Not all countries believe in cultural freedom as strongly as we do.

Cultural messages are so important in determining how people think and act that some governments decide what books get published, what movies are produced, what art people can see, and what shows can be aired on television. This is called **censorship**. In some countries, the government uses censorship to control what people see and read. In the United States, we believe in preserving cultural freedom. If we are to be responsible citizens, we must understand the cultural messages we are receiving and know that we must make choices about them.

Summary

Culture is about people. It is the ideas, customs, skills, arts, and total way of life of a whole group at a particular time in history. Art, books, music, dance, newspapers, magazines, and theater are important tools in helping us to understand culture. Cultural messages can change the way we think or act. Censorship stops the freedom to send cultural messages. In the United States we believe in cultural freedom.

1. Define culture in your own words.

_____

_____

_____

2. Each age group in a society likes certain things to wear, to listen to, to watch on TV, to read, and so on. What are some of these things you and your friends like?

3. How is culture communicated to others?

4. Describe something you have learned about the culture of another country.

5. Why don't we allow our government to limit cultural messages, even if a majority of people disagrees with the message.

Culture Study Sheet I

As you learned in the essay "Culture—Why and What," culture includes the ideas, customs, skills, and arts of people at a particular time in history. In the history of our country, there have been many **cultural firsts**—those events, such as the introduction of a new kind of music, which happen for the first time. For example, in 1955 Bill Haley and the Comets recorded the song, "Rock Around the Clock," which was the start of "rock 'n roll" music. Use the CAAP Timeline to find the dates of the cultural firsts listed below. The events are in chronological order.

Date	Cultural First
_____	Pilgrims and Indians celebrate first Thanksgiving.
_____	First school opens in New Amsterdam.
_____	First American schoolbook is published.
_____	First circulating library is opened by Benjamin Franklin in Philadelphia.
_____	Women receive first university degrees.
_____	First movie in the United States is made.
_____	Jacob Riis publishes *How the Other Half Lives*, the first book about American slums. It influences government action to help people in the slums.
_____	First professional football game is played.
_____	First *Time* magazine is published.
_____	Mickey Mouse makes his first cartoon appearance.
_____	First song of the folk-rock movement, "Blowing in the Wind," is recorded.
_____	Classification of movies as G, PG, R, or X begins.

_____"Sesame Street" is the first of a new kind of children's program on public television.

_____ Nancy Reagan starts the first national campaign to prevent drug use called "Just Say No."

Like our nation, you too have cultural firsts in your life. Complete the information below about your cultural firsts.

My Cultural Firsts	Title	My Age Was
Read my first book		
Saw my first movie		
First TV show I liked		
First song I liked		
First cartoon I liked		

Interview your parent or another adult to learn about his or her cultural firsts. Compare them with your own.

Adult's Cultural Firsts	Title	Person's Age Was
Read first book		
Saw first movie		
Saw first TV show		
First song liked		
First cartoon liked		

Read through other cultural entries in the CAAP Timeline. What event or events would you like to learn more about?

_____

_____

Culture Study Sheet II

Much of the culture of our country is shared through the talents of people who make music, write, and paint. From the earliest days of our nation, these creative people have made us aware of our country's problems as well as its heritage.

Below are three categories of cultural arts: music, literature, and paintings and photography. The CAAP Timeline has many entries that tell about famous works in these categories. Several entries for each category are listed. All of them happened before 1900. Find the correct date for each entry.

When you finish a category, read the Timeline entries after 1900 to find two more events for music. Add one more for literature and paintings/photography. Copy your selections and enter their dates.

MUSIC

_____ First known concert in the colonies is presented in Boston.

_____ "Yankee Doodle" becomes a popular song.

_____ New York Philharmonic is founded. It is the first symphony orchestra in America.

_____ Katharine Lee Bates writes the words to "America the Beautiful."

_____ _____

_____

_____ _____

_____

LITERATURE

_____ John Smith writes *General History of Virginia* with its famous story of Pocahontas.

_____ First daily newspaper in the United States, *The Pennsylvania Evening Post*, begins publication.

_____ Clement C. Moore writes the ballad, "T'was the Night before Christmas."

_____ _____

_____

PAINTINGS AND PHOTOGRAPHY

_____ Charles Willson Peale completes a life-size portrait of George Washington.

_____ George Catlin paints portraits of American Indians.

_____ Mathew B. Brady begins a photographic record of the Civil War.

_____ _____

_____

Compared with other forms of culture, television is quite new. But television is now very important in the culture of our country. Find the date for the entry below, and add one more entry from the CAAP Timeline, which tells about a television program you have heard of or watched.

TELEVISION

_____ First regular television broadcasts begin.

_____ _____

_____

Culture Study Sheet III

As you have learned, culture is what people are thinking and feeling. Some people try to capture those thoughts and feelings by composing music, writing books, drawing or painting pictures, or by acting in movies and plays. They use their creative talents in their work.

Think for a moment about your creative talents. What are some creative ways you might contribute to a better understanding of American culture in the future?

---

1. **Maybe you will write a book.** What might its title be?

_____

What might it be about?_____

_____

What changes might happen because of your book?

_____

2. **Maybe you will compose music.** What kind of music would you like to write?

_____

What title would you give your song?

_____

What would it be about? _____

_____

How would it help others understand and appreciate culture?

_____

_____

3. **Maybe you will be an actor.** What kind of play or movie would you like to be in? (serious, funny, musical)

_____

What would the story in the play or movie be about?

_____

What effect might your play or movie have on our culture?

_____

4. **Maybe you will create pictures.** Would you rather draw, paint, or take photographs?

_____

What would your pictures be about?_____

_____

What effect might your pictures have on people?

_____

_____

5. Read through the Culture section of the CAAP Timeline and identify one entry you think illustrates the important role creative people can play in helping us understand our culture or improve life for American citizens. Describe the event and its importance.

_____

_____

Now that you have had a chance to study our culture, think about the next ten years—to the year 2000. What kinds of cultural events do you think will happen? Write your predictions in the Culture section of the CAAP Timeline for the years 1990 to 2000.

Current Events— Why and What

Imagine waking up tomorrow and seeing these headlines in your local paper:

Daily Gazette
DRAMATIC STUDY FINDS CANDY CAUSES SERIOUS ILLNESS
TIMES NEWS
Elementary schools across the state close— may not reopen
USA Now
Draft All 12-Year-Olds, Says General. "They Like to Fight Anyway."

You would probably read these stories because they have to do with events that would affect your life in some way. Imagine if these stories actually were true. Life to you might become quite different. Though the headlines in today's paper may or may not be this dramatic, they still include important information. Newspapers, magazines, and radio and television news tell us what is happening in the world each day. But, you can only know about the information if you pay attention to it.

Why Is Knowing about Current Events Important?

Current events are the daily events that are going on in the world around us. Reading and learning about these events help us understand them and think about how they might affect us all. Suppose your city government planned on selling your neighborhood park to a company that would build an apartment house there. You might want to know why the city is doing this, when it will happen, and if they are planning to build a new park to replace the old

one. By staying informed, you can learn about events that will affect you or your family and friends.

Typically, most news coverage deals with international, national, and local news. International news covers events taking place in other countries or between countries. National news can be about government actions or events that take place anywhere in our country. Local news usually concerns your state, county, or city. On an average day you might see a story on relations between the United States and the Soviet Union, an article on a famous sports figure, and maybe even a story on the best place to skateboard in your town. Current events are interesting because they describe things we see and things that are a part of everyday life.

Newspapers, magazines, radio, and television are like "living textbooks" for learning about the world. Each day they include information about what is happening right now. Unfortunately, many young people think current events are confusing. Events are confusing if you only pay attention to them once in a while. How can you make more sense of the daily news? This is an important question for citizens.

Think of current events as you would a favorite television show. Unless you know the characters and what is happening from one episode to another, the program won't make much sense. This is also true of current events. If you pay attention for a while, over time you gradually get to know the names, the places, and the issues. Once you have this information, the news is no longer confusing. It becomes like an ongoing story with changing people and events.

Facts and Opinions

Facts are pieces of information that can be shown to be true by some means. The news is filled with facts—names, dates, events, and numbers. These facts help us to understand the news. The news is also filled with **opinions**. Opinions are the beliefs and ideas people have about different things, events,

or individuals. Words often used in opinions are "should," "ought," "best," and "worst." In the United States, it is all right to have different opinions from others. Learning about different opinions helps you to make up your mind about what you believe.

For example, the United States and the Soviet Union have agreed to reduce the number of certain nuclear weapons. This is a fact. Some people think that this is a great way to work for world peace. Others think that this will make the world more dangerous for us. These are opinions. As a citizen, you will have to form your own opinions about issues like this one.

Civic Issues and Civic Action

Problems happening right now that affect groups of people are called **civic issues**. Because the world is always changing, there is a need to understand civic issues. Take our example of the city government selling your neighborhood park. You may learn from the newspaper or television news that the city does not plan to replace the park. The city wants to make money from the sale to build a new city office building. You then read an editorial and letters to the editor in your paper stating opinions that the city could do without a new office building. Besides, you know that the kids in your neighborhood have no other place to play or practice sports after school. Based on these facts and opinions, your opinion is that selling the park is bad for the neighborhood and is unnecessary for the city. What do you do?

You learn from the news that the city is having a public hearing on the issue. You (and perhaps your friends) can go to the hearing and give your opinion on the matter. Or you may ask people to sign a petition to stop the sale. You may even want to write your own letter to the editor. These are examples of civic actions. **Civic actions** are ways people can act to influence current events. Other examples are

writing to your elected officials, joining or organizing a rally in support of or in protest of an issue, and, when you are old enough, voting.

Knowing about civic issues helps us to better understand the present and prepare for the future. Acid rain, for example, is of great concern to private citizens and public officials in many areas of the country. We have known for a number of years that burning fossil fuels, such as coal and oil, pollutes the environment. Only recently, however, many people have become aware of the extent of the damage to trees, lakes, and wildlife. Many citizens are beginning to study this important civic issue. Some are asking local, state, and federal governments to take action.

Current Events and Citizenship

The storybook character Rip Van Winkle fell asleep for 20 years. He would not have been a very effective citizen when he woke up. Rip wouldn't know what was happening, because he lost 20 years of history. He would have no understanding of civic issues. With no knowledge of current events and issues, his opinions would be based on 20-year-old information. Many things might have happened to change the world while he was asleep.

Knowing about current events is one of the most important things that citizens can do to avoid becoming like Rip Van Winkle. When you know about current events, you can form opinions based on facts about the issues of the day. You can help to select leaders who will best deal with current problems. You can know more about the issues that society will face tomorrow.

Effective citizens are also able to take information from the daily news and interpret it using their knowledge of other current events as well as their understanding of history. Effective citizens can tell why something is important because they know what happened in the past and they know what is happening now.

Summary

Current events have to do with what is occurring in the world today. Information about current events can be found in newspapers, magazines, and on the radio and television. This information helps us to understand how events happening now might affect our lives. When studying current events, it is important that we understand the differences between facts and opinions. Together, they can help us to form our own views about civic issues. It is important for involved and effective citizens to have their own views. Civic action is an important way for citizens to put their opinions to work in influencing events that affect their lives.

1. What are the major sources of information about current events?

_____

_____

_____

_____

2. What is the difference between a fact and an opinion?

_____

_____

_____

_____

3. What are some ways people take civic action?

_____

_____

_____

_____

4. What are two current issues in your own community?

_____

_____

_____

5. What actions could you take to affect those issues?

_____

_____

_____

Current Events Study Sheet I

In the essay "Current Events—Why and What," you learned that in studying current events it is important to be able to tell **fact** from **opinion**. Review the meanings of fact and opinion.

Read the statements below. If the statement is a fact, write "F" on the line in front of it. If it is an opinion, write "O."

_____ **1.** Young people should work harder.

_____ **2.** In most states children must go to school until they are 16 years old.

_____ **3.** The Declaration of Independence was signed in the year 1776.

_____ **4.** The president ought to feed homeless people.

_____ **5.** The 1980 population of the United States was 226,546,000 people.

_____ **6.** A census is taken every ten years by the U.S. Bureau of the Census.

_____ **7.** To control population, immigration should be stopped.

_____ **8.** Criminals have all the rights; victims have none.

_____ **9.** The cause of criminal behavior is an unjust society.

_____ **10.** Crime increased in 1988.

Read your local newspaper or listen to the news reports on television for one day. Write down one statement of fact and one statement of opinion you read or hear.

Statement of Fact: _____

_____

Statement of Opinion: _____

_____

Current Events Study Sheet II

Liberty Bell Rings Out Independence	*July 4, 1776*
Lincoln Elected President	*November 6, 1860*
Japanese Surrender; World War II Ends	*August 14, 1945*

The headlines above all told about current events of the day they were printed. Today those events are part of our history. Today's current events will be history in the future.

Read the first section of your local newspaper or a news magazine. Write three headlines for events you think might become entries in a history timeline in the future.

Ask a parent or another adult to tell you about a headline from the past. What current event did the headline describe? Write the headline in the space below.

Can you find the event on the CAAP Timeline? If so, write the year of the event.

Summary Study Sheet I

The CAAP Timeline describes dozens of events, people, and situations that have been important in the history of our country. Imagine you have been asked to tell a group of visitors from another country about our country's history. You can talk about any kinds of events—historic, governmental, geographic, economic, or cultural—but you have time to describe only six.

What six events would you discuss? Why would you choose those events? Write your answers in the chart below.

Important Events in the History of Our Country

	Important Event	Why the Event Is Important
1.		
2.		
3.		
4.		
5.		
6.		

Complete the sentences below by describing how the six subjects in this *Learning Project* can help you be a better citizen.

Studying history helps citizens be more effective by _____

_____

_____

Studying government helps citizens be more effective by _____

_____

_____

Studying geography helps citizens be more effective by _____

_____

_____

Studying economics helps citizens be more effective by _____

_____

_____

Studying culture helps citizens be more effective by _____

_____

_____

Studying current events helps citizens be more effective by _____

_____

_____

In order to be a better citizen, I need to learn more about

_____

_____

Summary Study Sheet II

Imagine the Member of Congress from your congressional district is coming to visit your school. You have been selected as one of five student panelists to ask questions of your representative.

Use this summary study sheet to write a question you would ask your member of Congress under each topic below.

An important historic event: _____

_____

_____

The U.S. Constitution: _____

_____

_____

The environment: _____

_____

_____

The economy: _____

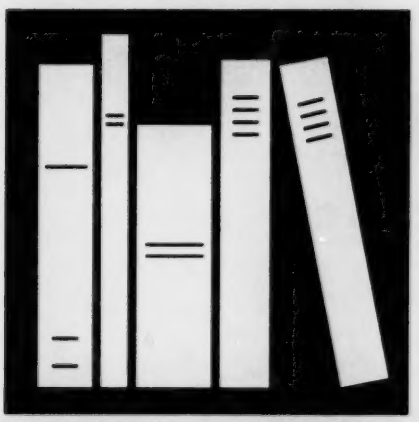
_____

_____

The arts: _____

_____

_____



Section III:
Research Project

Finding and Presenting Information

As a citizen you are often asked to make decisions. To make good civic decisions you need to know the facts. You also need to have a knowledge of past and current events.

How do you get the facts? How do you learn about past and current events? You've been adding to your knowledge as you studied the information in this book and completed your study sheets. Of course, you learn facts and gain knowledge at school each day. Another way you can learn even more is by doing research on a particular topic.

Research helps you learn many facts (and perhaps opinions) about a subject. Being able to do research is an important skill for citizens. When you have finished school, you will still want to be able to find out about more things that interest you.

This part of the Civic Achievement Award Program will help you build your research skills. In doing your research, you should follow four steps:

Step 1. Choose a topic that interests you.

Step 2. Decide how you will do your research.

Step 3. Do your research and take notes.

Step 4. Prepare your research findings to share with others.

What Is Research?

Research is finding information about a particular topic and putting together the results to share with people. Learning to do research is an important skill to master while you are in school. However, research is something you will do the rest of your life—on your job, in your personal life, as a citizen.

When a carpenter builds a house, he or she uses tools. With hammers, saws, and drills, the carpenter puts together boards or bricks to create a building.

By themselves the tools and the building materials do not make anything of use. By using the tools and the materials together, a carpenter can construct a very useful building.

A person doing research—a researcher—is like a carpenter. He or she has certain tools—books, videos, computers—to use. The information in these sources is like the boards the carpenter uses. By putting together pieces of information, the researcher creates a new "building" in the form of a paper, an oral report, a poster, or maybe a new book.

Although many people may have researched a particular topic before, each researcher's work is different. He or she may locate somewhat different information or put it together in a different way. Even if every student in your class researches the same topic, each final report will be different. This is why there is always something new to say about every topic you research.

Research Tools

What are some of the tools we can use to do research? Today we have many tools available to us. Books, computers, exhibits in museums, and conversations with other people are tools we can use to find out information about a topic. Let's review these tools and how to use them.

Books. Books are important research tools. Think about how many books there are in your school library. There are probably even more in a community library near you. Books are good research tools because they are easy to locate and use. Today there is a book on almost any topic you can think of. In fact, there are probably many books on the topic.

It is hard to imagine a world without books. And yet, just a few hundred years ago, only rich and powerful people owned books. At that time, books were written completely by hand. The printing press had not yet been invented. Of course, there were no word processors, typewriters, or copy machines.

Stories were passed by word of mouth. Some people made a living by memorizing stories. They would go from town to town telling stories about the past. Without books, research was much more difficult.

There are several kinds of books that are especially helpful in research. One kind is reference books. An encyclopedia is a reference book. So is a dictionary. Reference books are a good place to start looking for information on a topic. They help you become familiar with a topic. (But they should not be the only place you look.) Most libraries have a whole section just for reference books. Other reference books that might be of use to your research include: almanacs, atlases (don't overlook historical atlases), statistical data books, and guides to periodicals (magazines and newspapers), which list articles that have been published. Your present and older textbooks also make good reference books. They contain useful information for research.

Researchers also use nonfiction books. Nonfiction means that the information in the book is based on facts. A nonfiction book is based on the information the book's author was able to find in his or her research.

Two kinds of nonfiction books that are especially good for research are biographies and autobiographies. Biographies are true life stories written about a person. An autobiography is the life story of a person written by himself or herself.

Although books are excellent tools for research, they are not the only tools you can use. Here are some others.

Magazines and Newspapers. Like books, magazines and newspapers are good tools because they are easy to use. However, they may be harder to locate, especially older copies. Most libraries keep some old copies of magazines and newspapers. Newspapers are best for learning about events that have happened recently, especially local events. News magazines usually have more detailed informa-

tion about current events than newspapers. Some news magazines you may have seen or read are *Time, Newsweek, U.S. News & World Report,* and *Insight.* There are other magazines on many subjects. For instance, there is *Popular Science, American Heritage,* and *Life.*

Not all research tools are printed materials. Think about how you might use other kinds of tools in research.

Films, Videos, Tapes, Records. In recent years, much information has been recorded in ways other than books. You have probably seen films or videos at school, or maybe at home, on different topics. Perhaps you have listened to cassette tapes or records. These tools provide action and sound. For certain topics, such as sports or music, these tools may be more helpful than books.

Computers. Another fairly new research tool is the computer. Because computers can store lots of information, they are especially helpful in finding information presented in numbers or lists. With help from your librarian, you might get a list of research materials on your topic by using a computer to do a search.

Exhibits at Museums. Have you ever visited a museum? What did you see there? Most museums are set up in exhibits or shows. Each exhibit focuses on one topic. It may have pictures and things to read about the topic. It probably also has actual objects to look at such as old diaries, letters, tools, or clothing. For example, an exhibit on Indian life might show Indian homes, clothing, and food. Exhibits are a fun way to do research.

Interviewing People. Another very good research tool is interviewing people. People in your family or in the community are good sources of information about many topics. Most would be happy to help you. You should think about what questions you want to ask before you start your interview. Be sure to write down the answers to your questions.

The key to good research is using the right tools to find the information you need. When you use the right tools, the research can be as much fun as the information you learn.

Using Libraries

Many of the tools you will need in your *Research Project* are found in a library. This library may be your school library, or it might be a community library. You should get to know both of them well.

The first thing you need to do to use a community library is to get a library card. You may also need a library card for your school library. Getting a library card is easy, and it doesn't usually cost anything. A library card is your "ticket" to use the research tools in the library. With a library card you can use any of the books, magazines, videos, records, or exhibits in the library.

To begin your search for library materials, you'll probably start by looking through the card catalog. (In some libraries, the card catalog is on a computer.) Card catalogs are organized by author, title, and subject. Unless you know the name of the author of a book you are interested in or the exact title of a book, you'll need to start with the subject catalog. You need to be specific. If your topic is the history of early radio, looking under the subject "History" would be too general. Try the subjects "Radio" and "Broadcasting." Often subjects will have subcategories like "Broadcasting—History." Once you have the names of some books, films, tapes, or other sources, you need to write down their call numbers so you can find them. If you need help using the catalog or finding material, ask the librarians for assistance. They will be happy to help you. They can also point out other materials you may not have thought of.

Now that you understand a little more about research and some of the tools you can use to gather information, go on to the next page to find the instructions for the *Research Project.*

Instructions for Doing Your Research Project

Step 1. Choose a topic that interests you.

What is something you've always wondered about in American history? Are you curious about some part of the United States government? Are you interested in knowing more about one or more of our presidents?

On pages 138 to 141 you will review the topics you said you were interested in learning more about when you did the *Learning Project.* You will also find some ideas for topics.

Choosing a topic is not as easy as it first sounds. If you choose a topic that is too broad, your research will take too long. If you pick a topic that is too narrow, you may not be able to find the right information. Here are some examples of topics.

Too Broad:	Settling the West
Too Narrow:	Pioneers in Haskell County, Kansas, in August 1863
About Right:	Life of Children on Pioneer Wagon Trains

On pages 142–143 you will find a Research Planning Sheet. First you will write down the topic that interests you most. Then you will decide on questions you would like to answer in your *Research Project.*

Step 2. Decide how you will do your research.

After you have chosen your topic, think of all the questions you have about that topic. You may want to read the examples on pages 139 and 140 to get an idea of the kinds of questions researchers might ask about different topics.

Once you have decided on the questions you want to research, you need to think about what tools you will use to find the answers. If you are not sure, ask your teacher, librarian, or parents for their help.

You also need to figure out what steps you will take to complete your research and how much time you think gathering the information will take. Then you can decide when you will do your research.

On your Research Planning Sheet you will record the questions you plan to ask, the tools you will use to do your research, how long the research will take, and when you will do it. Before you start actually doing your research, show the sheet to your teacher, librarian, or the adult who is helping you.

Step 3. Do your research and take notes.

Now you can do your research. Follow your plan. Read the books, magazines, or newspapers that will tell you about your topic. View videos or listen to tapes. Use a computer if helpful. Visit a museum. Interview people who may know about your topic.

Sometimes it's difficult to find information about a topic. Don't be discouraged. Keep looking. Remember to ask for help if you get stuck.

As you do your research, you will want to keep notes. When you find answers to the questions you have about your topic, remember to write them down. You might want to write your notes on index cards. Cards are easy to organize.

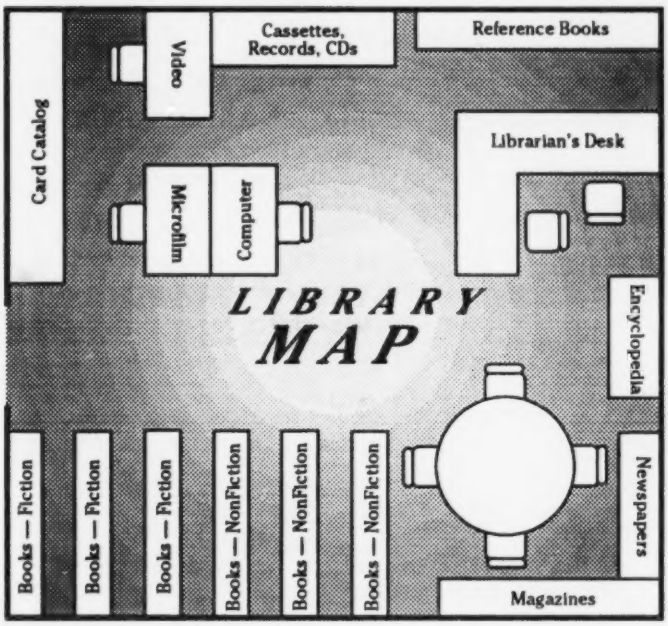
Here are some clues for taking good notes: 1) carefully write down facts—dates, names, places; 2) write definitions; 3) put down key words, phrases, and sentences; 4) diagram how something works or how events occurred.

Step 4. Prepare your research findings to share with others.

When you have completed your research, you will want to use your notes as a guide for writing

down what you have discovered.

You can prepare your findings in several ways. You might write a report. You might write a book review. You might put information on a map, or draw a diagram, or write a letter to a friend. Perhaps you will want to prepare a poster or a picture display. Choose the way you think is best to share your research. Remember to ask for help if you have questions.



After writing down what you have found out, you have one more thing to do. Turn to page 144 and complete the Research Evaluation Sheet. This sheet will help you think about your *Research Project.* Show your teacher your final work and your Research Evaluation Sheet.

Possible Research Topics

Choosing the topic you will research is very important. The next four pages will help you make a good choice.

In the *Learning Project*, you wrote down things about which you would like to learn more. Your answers are on the pages listed below. Copy down what you wrote for the subjects. Each is a possible research topic.

History _____
Page 62
_____

Government _____
Page 77
_____

Geography _____
Page 91
_____

Economics _____
Page 103
_____

Culture _____
Page 113
_____

Current Events _____

Add a topic now _____

Does one of these topics especially interest you? If so, you may want to choose it for your *Research Project.* Before you decide for sure, read the next three pages for some other examples and ideas.

Research Project Examples

The United States Congress: Do you know what congressional district you live in? How many people live in your congressional district? How large is your congressional district? How many other congressional districts are there in your state? Who is your United States representative (your member in Congress)? When was your representative first elected to Congress? To what party does he or she belong? How many U.S. representatives does your state have? Who are the senators from your state? To what party does each belong?

If you would like to know the answers to questions like these, you might consider doing research on the U. S. Congress. You should first look for information in books in your library. You may want to write a letter to your U.S. representative's or a U.S. senator's office and ask for his or her help. Your librarian can help you get the representative's address.

A member of the representative's or senator's staff will probably send you some information. You are more likely to get a letter back if you ask very specific questions.

To present your research findings, you may want to write a brief biography of your U.S. representative or senator. Or you might want to use a map to outline the borders of the congressional districts in your state. You could put a star on the map to show where your town or city is located.

Your Town or City: What makes your town or city different from others? When was it founded? Who were the early settlers? Do any of their descendants still live in town? Why is your town or city located where it is? How many people live in your town? Where do they work? Who are your elected officials?

Finding out the answers to these questions about your town or city is another possible research topic. To gather information on this topic, you might want to interview people who have lived in your

community for a long time. These could be your parents, grandparents, or older friends.

To present what you have found out, you might want to pretend that a friend from out of town is coming to visit you. You could plan a sightseeing trip for your friend. You could write a short paragraph about each place you will visit.

Other Ideas

Here are some other possible topics. Think about how you would research them. Be sure to think about how the person or event was important to the history of our country.

A famous person: Susan B. Anthony, Mikhail Baryshnikov, Dwight D. Eisenhower, Robert Frost, Henry Ford, Martin Luther King, Jr., Thomas P. O'Neill, Rosa Parks, Sally Ride, or Babe Ruth. (You can find some of these people in the CAAP Timeline.)

Family life in another time: before the Europeans first landed in North America or during the Great Depression of the 1930s.

The development of an invention or the effect of an invention on the country: telephone, space satellites, radio, or computers.

Factories: the differences between the factories of the 1800s and today's factories which use robots.

Sports: how a sport changed over time.

Music: the history of rock 'n roll, country western, or jazz music in the United States.

Literature: a discussion of the lives of two or three famous American writers and the topics of some of their writings.

Pastimes of colonial days: the games, popular hobbies, or crafts of the colonists.

Make a list of possible topics for your *Research Project.*

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

There are many more possible topics. Think about which one you are most interested in. You may want to go back to page 11 to the list of topics you wanted to know more about. Then go to the Research Planning Sheet on the next page.

Research Planning Sheet

Now it's time to decide on a project. You have had time to think of several topics that interest you. Which of these topics interests you most and why?

What are some of the questions you will answer on this topic?

Where could you find answers to your questions? Name any people you might interview, the type or names of books, magazines, or videos you can use, and any other resources you can think of.

What is the main goal of your project?

Make a schedule for yourself. List the steps you need to take, such as library research to find materials, contacting a government office, or making appointments to interview people. Decide on how much time each step will take and when you can do each.

Research Step	Amount of Time Needed	When I Will Do It

How will you share your findings with others? _____

_____

When you have completed this Research Planning Sheet, show it to your teacher and get his or her approval.

☆ ☆ ☆ **Teacher Approval** ☆ ☆ ☆

_____ **Date** _____

Research Evaluation Sheet

Research topic _____

_____

Why did you choose this topic? _____

_____

_____

What is the most interesting thing you discovered? _____

_____

_____

What did you learn about doing research? _____

_____

_____

If you were doing another research project, what topic do you think you would choose next time?

_____

_____

☆ ☆ ☆ **Teacher Approval** ☆ ☆ ☆

_____ Date _____

Section IV:
Civic Project

Getting Involved in Your Community

The Preamble to the U.S. Constitution begins with the words, "We, the people of the United States." These opening words mean that we as American citizens have the right to decide how our country operates. Along with this right, we have responsibilities. One responsibility of American citizenship is participation in civic activities. These are activities that involve others in your community, state, and nation.

Our country would not run smoothly if citizens did not participate. For example, if no one chose to vote in elections, our government could not function. You are not old enough to vote yet, but there are many ways that you can participate as a citizen. This part of the Civic Achievement Award Program gives you an opportunity to be an involved citizen by completing a *Civic Project*. It will also teach you some skills you will need to act as a good citizen throughout your life.

For your *Civic Project* you will follow three steps:

Step 1. Choose a civic issue that is interesting and important to you.

Step 2. Study your issue.

Step 3. Share your views and plan action.

What Is a Civic Issue?

A civic issue is a public issue. A civic issue must be of concern to a group of citizens. A school budget is a civic issue because it affects many people. Your family's budget is not a civic issue because it affects only your family.

A civic issue is something that different people have different ideas and opinions about. It is also something that citizens need to make a decision about. For example, in deciding on a school budget, not everyone will agree on how the money should be spent.

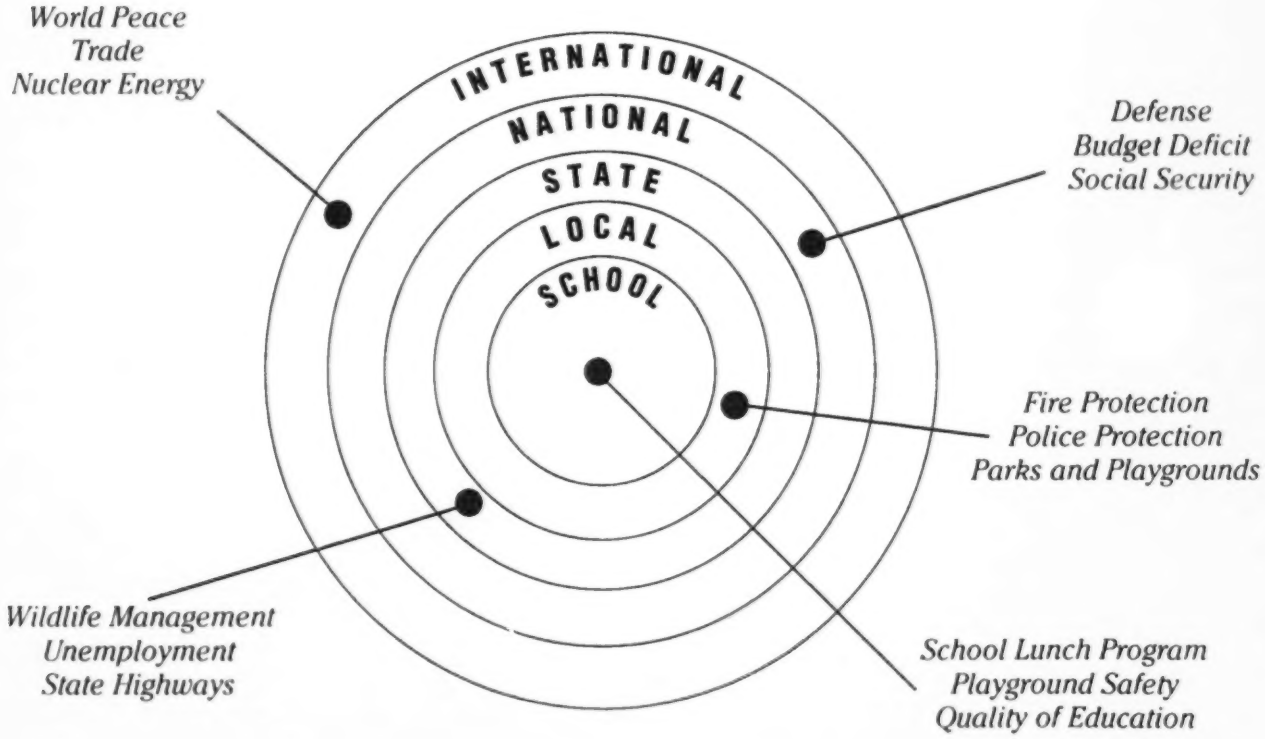
Most civic issues need to be decided again and again. For example, school budgets need to be decided every few years.

Civic issues are often called "problems." Pollution, health care, and the homeless are all civic issues and civic problems. Citizens need to be concerned about finding solutions to public problems. Civic issues may also be about community needs. A larger library, more traffic lights, or a leash law for dogs may be needed by a community. However, not everyone will agree on just what a community needs.

Some civic issues affect more people than others. Litter on the playground affects students who attend the school. Fire protection affects the citizens in a town or city. The state highway system affects the citizens in a state. Health care affects United States citizens. World peace can affect people from every country.

The diagram below shows the different kinds of civic issues that are decided at different levels of government. Some civic issues affect all levels. Think about clean air, for example. You are concerned about clean air in your school. Citizens in your town, in your state, in the United States, and throughout the world are concerned about clean air. Clean air is a civic issue at all levels. Other civic issues primarily affect one level. Do you have a park in your neighborhood? You and the other citizens in your community want to keep the park clean for everyone to enjoy. Keeping parks clean is a local issue.

EXAMPLES OF CIVIC ISSUES AT DIFFERENT LEVELS OF GOVERNMENT



Why Study Civic Issues?

Citizens of a democracy like ours have a responsibility to take part in the government business of their community, state, and nation. They need to be active. They also need to be informed about the issues that face citizens.

Citizens are expected to vote. They are also expected to share their views with other citizens and to let government officials know their views on issues. To take any of these actions, citizens must study the civic issues involved.

What Happens after You Have Learned about a Civic Issue?

When you have made up your mind about a civic issue, then what? You can keep your opinion to yourself, or you can try to help solve the problem.

Suppose your neighborhood had nowhere for children to ride their bicycles to school except on a busy street. You study the problem and decide a bike path needs to be built. Here are three actions you could take to act on your decision.

- Go to the town council meeting and tell the council why a bike path is needed.
- Talk to other citizens and get them to go with you to the council meeting.
- Get permission from the town council to work with your neighbors to build a path through a nearby park.

To take any of these actions, you must be informed about the issue. Here are five issues and actions CAAP students have taken in past years.

Issue	Action
Drug abuse	*Made posters and held forum*
Crime	*Established buddy system to walk to school*
Smoking	*Conducted survey and wrote reports*
World peace	*Wrote letters to members of Congress*
The elderly	*"Adopted" elderly community members*

Here is one thing to remember. In a democracy not everyone gets his or her own way. When you decide to take part in trying to solve a civic problem, you may not always be on the winning side. Our country allows people to have views different from most of the rest of the citizens. We also encourage all people to make their views public.

Let's sum up the characteristics of civic issues:

- Civic issues are public issues.
- People have different ideas about civic issues.
- Civic issues often need to be decided again and again.
- Civic issues are often called problems.
- Many times citizens work together to try to solve the problems.
- Some civic issues affect more people than others.

Now that you know more about civic issues, read the instructions that follow to complete your *Civic Project.*

Instructions for the Civic Project

To complete your civic project, follow these three steps.

Step 1. Choose a civic issue that is interesting and important to you.

To choose an issue for your project, think of a public problem. It should be one that concerns many people and about which there are different opinions. The issue can concern your school, community, nation, or the world. You may want to ask your teacher or parents for other suggestions.

List three problems you think are important.

1. _____

_____

2. _____

_____

3. _____

_____

Choose one of these problems for your *Civic Project* and write it on the Civic Project Information Sheet on page 151.

Step 2. Study your issue.

Use your Civic Project Information Sheet to list what you will do to study your issue. Studying your issue is somewhat like doing research. You might use books or newspapers. You might interview people or take a survey. You might write to someone for information. In your study be sure to:

- get different points of view on the problem.
- identify several possible solutions.
- think about the possible consequences (results) of each solution.

After you have made your study schedule, remember to get your teacher's approval on the Civic Project Information Sheet. As you discover information, write it down on the top of the Civic Project Action Sheet on pages 153–154.

Step 3. Share your views and plan action.

Now you have information about your issue. You should also have an opinion about which of the solutions you think is best. It is time to plan for action.

How will you make your opinion known? Will you give a talk to your class? To another group? Perhaps you could make a poster, display, or videotape. You may want to write a letter to a newspaper or to a public official. Decide what you will do and when. Then complete the Civic Project Action Sheet. Get your teacher's approval.

In addition to explaining your views, you may also want to take part in or start a project with others to help work on the issue you have studied. Here are some possibilities:

- If you chose world peace as an issue, you might decide to write to leaders of the United States and the Soviet Union to explain your views on how we might have a more peaceful world.
- If you chose crime as your issue, you might organize a project to get neighborhood people to agree to take children on their way home from school into their homes, if the child feels in danger.
- If you chose protection of the environment as your issue, you might organize a clean-up campaign of neighborhood vacant lots.

You must get approval from your teacher and your parents before you actually work on an issue. You may talk to your teacher about working with other students on your project.

When you have completed the *Learning Project, Research Project,* and this *Civic Project,* you are almost finished with CAAP. As your last activity, turn to page 155 and complete the questions. It will help you sum up all you have learned. Congratulations!

Civic Project Information Sheet

Which civic issue is most important to you?_____

_____

Why? _____

_____

_____

What do you know about your issue right now? What opinions do you have about it?

_____

_____

_____

_____

_____

Where could you go for help in studying your issue? What could you do to study your issue? (Give the names of people, places, books, and magazines you could use, as well as things you could do—like take a poll or do a survey or make observations. Think of as many ways as you can to find out about your issue.)

_____

_____

_____

_____

_____

Make a schedule for yourself. List the steps you need to take such as library research to find materials, contacting a government office, or making appointments to interview people. Decide how much time each step will take and when you can do each.

Step	Amount of Time Needed	When I Will Do It

When you have completed this Civic Project Information Sheet, show it to your teacher and get his or her approval.

☆ ☆ ☆ **Teacher Approval** ☆ ☆ ☆

_____ **Date**_____

Civic Project Action Sheet

As you study your civic issue, record what you find out. Also write down where or how you found your information (in a book, from an interview, from a survey).

What I found out about my issue: _____

_____

_____

_____

_____

_____

(If you need more lines to tell what you found out about your civic issue, use a separate sheet of paper.)

What are the alternative solutions to the civic problem?

_____

_____

_____

_____

_____

_____

_____

_____

_____

(If you need more lines, use a separate sheet of paper.)

Why do you think some solutions are better than others?

_____

_____

_____

_____

_____

Select the solution you prefer for action. How will you tell others about it? Will you make a poster, a display, a booklet, or a class presentation? Will you write a letter to the editor of the newspaper? Will you work to solve the problem yourself or with others? What else could you do? Write down exactly what you will do. When will you do it?

What I Will Do	When
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Before you go ahead with your plan, show this Civic Project Action Sheet to your teacher. When you have approval, complete your project.

☆ ☆ ☆ **Teacher Approval** ☆ ☆ ☆

_____ **Date** _____

CAAP Summary Sheet

In CAAP you have learned many things.

This information will help you be a better citizen now and as an adult. Think about all you have learned as you answer these questions.

What does an effective citizen need to know?

_____

_____

_____

What does an effective citizen need to do to understand what is going on in his or her community, state, country, or in the world?

_____

_____

_____

What kinds of things can a citizen do to improve his or her community, state, or nation?

_____

_____

_____

Write down your views of CAAP. What did you like/dislike about it?

_____

_____

Glossary

absolute location—exactly where a place is based on latitude and longitude coordinates

censorship—the act of deciding what kinds of communication, art, or entertainment does and does not get published or produced

change—things (people, events, circumstances) that become different for some reason

checks and balances—distributing and balancing power among the branches of government

choice—deciding among alternatives

chronology—the order in which events occur

civic actions—ways people can act to influence current events

consumer—a person who purchases or uses goods and services

continuity—things (people, events, circumstances) that stay the same or similar over many years

cultural messages—ideas people get from various forms of print and non-print communication

culture—a total way of life of a people

current events—daily events going on in the world around us

demand—the amount of a product buyers are willing and able to buy at each price

democracy—a system of government in which the power of government comes from the people

duty—a civic action required by law

economics—how individuals and groups within a society deal with the problem of scarcity

equality—fair and equal treatment under the law

fact—some kind of information that can be shown to be true by some means

geography—the study of the land, its physical characteristics, and how people interact with it

global understanding—how places and people of the world relate

good—something produced that can be seen, touched, tasted, or held

heritage—the common past of a people

history—the study of the past

human characteristics—the evidence of humans changing the land

immigration—the movement of people from one country to another

latitude—a circle around the earth parallel to the equator

longitude—a circle around the earth drawn through each pole

map—a flat representation of the earth

opinion—belief or idea about different things, events, people, or civic issues

physical characteristics—the parts of the landscape which can be observed, such as vegetation, landforms, and climate

producer—a person who makes goods or provides services

region—an area of the earth's surface that displays similarities based on certain criteria

relative location—the location of a place in relation to another place

representative democracy—a system of government in which people express their will through elected representatives

responsibility—a civic action a person can choose to do or not do

right—a protection or benefit guaranteed by the U.S. Constitution or by a national, state, or local law

scarcity—the condition in which human wants exceed available resources

services—actions performed by one party for another in exchange for pay

supply—the amount of a product sellers are willing and able to produce at each price

taxes—money raised by government from citizens to pay for government services

UNITED STATES OF AMERICA

United States base map courtesy of Rand McNally

Cooperating Organizations

Close Up Foundation

The Close Up Foundation is a nonprofit, nonpartisan education foundation that encourages citizens to become involved in government. The Foundation offers many programs to provide learning opportunities in civic education. Close Up is responsible for conducting the Civic Achievement Award Program.

The Office of Speaker of the House of Representatives

The election of the Speaker of the House is the first action of a newly elected Congress. The Speaker presides over the House of Representatives. The Speaker holds the highest office in the legislative branch of government and would become president should both the president and the vice president be unable to serve.

National Association of Elementary School Principals

The National Association of Elementary School Principals (NAESP), which was founded in 1921, seeks to improve the quality of education for children in the elementary and middle school grades. NAESP is a professional education organization serving 25,000 members throughout the United States, Canada, and overseas.

The Library of Congress

The Library is the research and reference arm of Congress and is recognized as the national library of the United States. Since its founding in 1800, it has become the world's largest library and is a great resource for educators and scholars. The library is directed by the Librarian of Congress, who is appointed by the President of the United States.

Endorsing Organizations

United States Congress

American Association of School Administrators

American Association of School Librarians

Association for Supervision & Curriculum Development

Commission on the Bicentennial of the United States Constitution

National Catholic Educational Association

Supporting Organizations

National Association of Secondary School Principals

National Council for the Social Studies

National Middle School Association

National School Boards Association

Organizations supplying information

National Women's History Project, Santa Rosa, CA

Moreland-Spendard Research Center, Washington, D.C.